DOCUMENT RESUME
ED 408 416

RIE VOL.32 NO.11
NOVEMBER 1997

FROM:ED 408 416
TO:ED 408 884

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ED 408 416 AA 001 286

Resources in Education (RIE). Volume 32, Number 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 97
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 408 417 CE 072 691

Lawrence, John E. S.; Singh, Naresh
Sustainable Livelihoods and Employment: How Are These Concepts Related
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; *Definitions; Developed Nations; Developing Nations; *Economic Development; *Employment; Foreign Countries; International Organizations; International Programs; Policy Formation; *Poverty; Public Policy; Relationship; *Sustainable Development; *Underemployment
IDENTIFIERS- *Full Employment; International Labour Organization

The relationship between the concepts "full employment" and "sustainable livelihoods" was examined in the context of international efforts to promote economic development and eradicate poverty worldwide. After a comparison of the very different economic problems facing developing nations and the nations of Eastern Europe and Central Asia, it was proposed that the concept "sustainable livelihood" be viewed inclusively rather than exclusively and be applied to all forms of making a living satisfying the following conditions: be pursuable independently without compromising personal security; remain reasonably stable over time; be mutually beneficial to individuals and their immediate social groupings; and be compatible with the physical environment. Intergovernmental perspectives and current research on sustainable livelihoods

ED 408 436 CE 074 2[illegible]

MΛller, MΛchael T.; E an∷, Jen∷∷fer P.
In P¥r∷¥Λ∷ f Seamle∷∷∷ Ed¥ca∷Λ n: C llab ra∷Λ n be∷ een Ed¥ca∷Λ nal Sec∷ r∷.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl¥∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - Re∷earch/TechnΛcal (143)
DESCRIPTORS- AgencQ C pera∷Λ n; C mm¥nΛ∷Q C llege∷; *C mm¥nΛ∷Q Ed¥ca∷Λ n; *C n∷Λn¥Λng Ed¥ca∷Λ n; C pera∷Λ e PlannΛng; C rdΛna∷Λ n; *Ed¥ca∷Λ nal C pera∷Λ n; Ed¥ca∷Λ nal PlannΛng; Ed¥ca∷Λ nal Re∷earch; HΛgher Ed¥ca∷Λ n; *In∷∷Λ∷¥∷Λ nal C pera∷Λ n; In∷er∷ch l C mm¥nΛca∷Λ n; LΛfel ng LearnΛng; P ∷∷∷ec ndarQ Ed¥ca∷Λ n; Sec ndarQ Ed¥ca∷Λ n; *Teacher C llab ra∷Λ n; T Year C llege∷

A s∷¥dQ iden∷ΛfΛed p ∷en∷Λal barrΛer∷ t s¥cce∷∷f¥l in∷ra-in∷∷Λ∷¥∷Λ nal c llab ra∷Λ n in l Λng ed¥ca∷ r∷ a∷ sec ndarQ sch l∷, c mm¥nΛ∷Q c llege∷, c mm¥nΛ∷Q ed¥ca∷Λ n agencΛe∷, and hΛgher ed¥ca∷Λ n in∷∷Λ∷¥∷Λ n∷. T en∷Q ed¥ca∷ r∷ fr m varΛ ¥∷ ed¥ca∷Λ nal agencΛe∷ in Alabama and Ge rgΛa ere iden∷ΛfΛed t be incl¥ded in the in∷er Λe pr ce∷∷ bQ u∷Λng a sn ball technΛq¥e. All indΛ Λd¥al ere in∷er Λe ed in per∷ n. N ∷e∷ ere taken d¥rΛng each in∷er Λe and pr Λded t each par∷ΛcΛpan∷ f r amendmen∷, c rrec∷Λ n, r edΛ∷Λng. AnalQ∷Λ∷ f in∷er Λe n ∷e∷ indΛca∷ed m dera∷e d¥plΛca∷Λ n in manQ n ncredΛ∷, n ndegree pr gram∷. OrganΛΛa∷Λ nal c llab ra∷Λ n a∷ seen a∷ ha Λng the abΛlΛ∷Q t enhance the range and dep∷h f c ¥r∷e∷ and t all f r grea∷er rganΛΛa∷Λ nal fle∷ΛbΛlΛ∷Q in fferΛng c ¥r∷e∷. The prΛmarQ barrΛer t rkΛng Λ∷h ∷her ed¥ca∷Λ nal pr Λder∷ a∷ mΛ∷c mm¥nΛca∷Λ n am ng pr gram dΛrec∷ r∷, teacher∷, and ∷her manager∷ and admΛnΛ∷∷ra∷ r∷. The∷e ∷her barrΛer∷ ere iden∷ΛfΛed: pre∷∷¥re t maΛn∷aΛn academΛc freed m and c n∷r l f the cla∷∷r m, teacher∷ h preferred t "∷each t the te∷∷," rapΛd t¥rn ar ¥nd tΛme in l cal ind¥∷∷rQ incen∷Λ e traΛnΛng, tradΛ∷Λ n, a∷∷Λ∷¥de f c llege pr fe∷∷ r∷, energQ and incen∷Λ e f r teacher∷ t c mm¥nΛca∷e Λ∷h c lleag¥e∷ a∷ ∷her pr Λder∷, the "make-a-b¥ck" a∷∷Λ∷¥de in self-∷¥pp r∷Λng pr gram∷, and admΛnΛ∷∷ra∷Λ n f varΛ ¥∷ agencΛe∷. (YLB)

ED 408 437 CE 074 219

RΛck, J ; And O∷her∷
S∷re∷∷: BΛg I∷∷¥e, B¥∷ Wha∷ Are the Pr blem∷
PUB DATE- 97
NOTE- 108p.; S∷¥dQ s¥pp r∷ed bQ the IES C - pera∷Λ e Re∷earch Pr gramme.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC05 Pl¥∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - Re∷earch/TechnΛcal (143)
DESCRIPTORS- Ad¥l∷ Ed¥ca∷Λ n; Ad¥l∷∷; Ca∷e S∷¥dΛe∷; C pΛng; Empl Qee A∷∷Λ∷¥de∷; F reΛgn C ¥n∷rΛe∷; J b Sa∷Λ∷fac∷Λ n; *OrganΛΛa∷Λ nal ClΛma∷e; *Q¥alΛ∷Q f W rkΛng LΛfe; Self Managemen∷; *S∷re∷∷ Managemen∷; *W rk En Λr nmen∷
IDENTIFIERS- Grea∷ BrΛ∷aΛn

ThΛ∷ rep r∷ pre∷en∷∷ fΛndΛng∷ fr m a 1995-96 BrΛ∷Λ∷h pr jec∷ n s∷re∷∷ managemen∷ in the rkplace. Chap∷er 1 ¥∷lΛne∷ i∷∷ bjec∷Λ e∷ and me∷h d l gQ. Chap∷er∷ 2-3 re Λe s me c¥rren∷ thΛnkΛng and re∷earch lΛ∷era∷¥re n s∷re∷∷ and managemen∷. TheQ dΛ∷c¥∷∷ the hΛgh pre alence f s∷re∷∷ and i∷∷ tran∷f rma∷Λ n fr m an area f s cΛal scΛence re∷earch t a face∷ f

ED 408 455 CE 074 248

Brantley, Clarice P.; Davis, Bobbye J.
The Changing Dimensions of Business Education. National Business Education Yearbook, No. 35.
PUB DATE- 97
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - Serials (022), Reports - Research/Technical (143)
DESCRIPTORS- *Business Education; *Business Education Teachers; Change; Change Agents; Curriculum; *Curriculum Development; *Educational Change; Educational Needs; Educational Trends; Futures (of Society); Higher Education; Secondary Education; Teaching Methods; *Technological Advancement

This yearbook contains 17 chapters that provide a perspective on the changes in business today. The book is organized in six parts that cover the following: (1) the historical perspective for the changing dimensions in business education; (2) the forces that have an impact on changes in business education; (3) specific technologies that enable changes in business education; (4) traditional and innovative approaches to preparing, retaining, retraining, and rewarding business educators; (5) how business education can accommodate change; and (6) a practical plan for lifelong learning. The following articles are included: "Historical Perspectives: Basis for Change in Business Education" (Lloyd W. Bartholome); "Demographic and Social Changes" (Pauline A. Newton); "Workplace Environment" (Christine M. Haff, Billie Herrin); "Learning Environment" (Marlene Todd Stout); "Globalization" (Les R. Dlabay); "Reform and Regulations" (Joyce P. Logan, A. C. Krizan); "Emerging Technology" (Pamela Ramey, Shirley Barton); "Integrated Software Applications" (Sharon Fisher-Larson); "Technology and Accounting Methodology" (William B. Hoyt); "Communication in a Changing Environment" (Betty S. Johnson); "Business Teacher Preparation" (Clarence D. White, Terry D. Roach); "Retain, Retrain, and Reward Business Educators" (Dorothy A. Neal); "Global Economy" (Betty J. Brown); "Entrepreneurship Education" (John E. Clow); "Future Work" (Linda J. Austin, Cheryl L. Willis); "Job-Seeking Process" (Zane K. Quible); and "Career Vision: A Process for Lifelong Learning" (Linda L. Gamble). (KC)

ED 408 456 CE 074 250

Houle, Cyril O.
The Design of Education. Second Edition. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 96
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; Adult Programs; Andragogy; Behavioral Objectives; Case Studies; Classroom Environment; *Classroom Techniques; Community Education; Context Effect; Cooperative Learning; Cooperative Planning; Curriculum Development; Distance Education; Educational Objectives; Educational Practices; *Educational Principles; Educational Theories; Evaluation Criteria; Extension Education; Foreign Countries; Group Instruction; Independent Study; Individualized Instruction; Institutional Cooperation; Leadership; Military

ED 408 474 CE 074 275

Kielbaso, Gloria; And Others
Activities for Career and Employability Outcomes (K-6). Revised.
PUB DATE- 95
NOTE- 168p.; Funded by the Michigan Association for Career Education.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; *Career Education; *Child Development; Elementary Education; Employment Opportunities; Employment Potential; Instructional Materials; *Interdisciplinary Approach; Learning Activities; Occupational Information; *Special Needs Students; Teaching Guides; *Team Training; Teamwork

This book provides K-6 teachers with concrete examples and suggestions for infusing career and employability outcomes with the existing classroom activities. The introduction includes the philosophy and general goals for Career and Employability Outcomes from 1991 Michigan K-12 Program Standards for Quality. The second section describes a nine-step infusion process: gather or locate materials; identify subject matter learner outcomes; identify career and employability learner outcomes; learner activities; learner resources; teacher activities; support services; assessment; and notes. The next two sections provide activities for grades K-3 and 4-6, respectively. Each activity consists of these components: title, subject matter, purpose, primary activity (list of steps to follow), materials list, list of variations, and examples or any required handouts or materials. The last section provides activities for students with special needs. Components of each of these activities are as follows: title; program, e.g., trainable mentally impaired, learning disabled, physically and other health impaired, visually impaired, hearing impaired; subject matter; purpose; primary activity; variations on the activity itself or for specific groups of students with special needs; and examples or any required handouts or materials. Examples of subject matter areas that are included are math, art, reading, social studies, weather, health, physical education, and language arts. (YLB)

ED 408 475 CE 074 276

A Guide to Work-Based Learning: Business and Industry Risk Management Plan.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Office of Career and Technical Education.
PUB DATE- Jun 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Business Responsibility; *Child Labor; Child Welfare; *Compliance (Legal); Experiential Learning; Federal Legislation; Federal Regulation; High Schools; *Labor Legislation; Labor Standards; Legal Problems; *Legal Responsibility; Occupational Safety and Health; Risk; *Risk Management; School Business Relationship; Secondary Education; State Legislation; State Regulation; Work Environment; *Work

ED 408 494 CE 074 313

DΛrk¤, J hn M.; Prenger, S¥Λanne M.
A G¥Λde f r PlannΛng and Implemen∷Λng In∷∷r¥c∷Λ n f r Ad¥l∷∷. A Theme-Ba∷ed Appr ach. J ∷∷eQ-Ba∷∷ HΛgher and Ad¥l∷ Ed¥ca∷Λ n SerΛe∷.
PUB DATE- 97
NOTE- 159p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- D c¥men∷ N ∷ A aΛlable fr m EDRS.
PUB TYPE- B k∷ (010),G¥Λde∷/Me∷h d∷/TechnΛq¥e∷ (F r Prac∷Λ∷Λ ner∷) - Cla∷∷r m U∷e - TeachΛng G¥Λde∷ (F r Teacher) (052)
DESCRIPTORS- Ad¥l∷ Ed¥ca∷Λ n; Ad¥l∷ LearnΛng; Ad¥l∷ LΛ∷eracQ; *C¥rrΛc¥l¥m De∷Λgn; C¥rrΛc¥l¥m De el pmen∷; EnglΛ∷h (Sec nd Lang¥age); In∷egra∷ed C¥rrΛc¥l¥m; In∷erdΛ∷cΛplΛnarQ Appr ach; *LΛ∷eracQ Ed¥ca∷Λ n; Pr gram De el pmen∷; *Pr gram Implemen∷a∷Λ n; S∷¥den∷ E al¥a∷Λ n; Teacher R le; TeachΛng G¥Λde∷; *Thema∷Λc Appr ach

ThΛ∷ g¥Λde i∷ de∷Λgned t help teacher∷ plan and implemen∷ in∷egra∷ed, theme-ba∷ed (ITB) in∷∷r¥c∷Λ n f r ad¥l∷∷. Chap∷er 1 pr Λde∷ an er Λeñ f in∷egra∷ed, thema∷Λc in∷∷r¥c∷Λ n. Chap∷er 2 dΛ∷c¥∷∷e∷ imp r∷an∷ a∷∷¥mp∷Λ n∷ ab ¥∷ h ad¥l∷∷ learn. Chap∷er 3 pr Λde∷ a general dΛ∷c¥∷∷Λ n f dΛfference∷ am ng indΛ Λd¥al∷ in theΛr appr ach t learnΛng a∷ ell a∷ c n∷e∷∷-ba∷ed in∷∷r¥c∷Λ n and pr ce∷∷e∷ t u∷e in implemen∷Λng thΛ∷ appr ach t ad¥l∷ ba∷Λc ed¥ca∷Λ n/General Ed¥ca∷Λ nal De el pmen∷ prepara∷Λ n. I∷∷ p¥rp ∷e i∷ t pr Λde a c ncep∷¥al frameñ rk in hΛch ne can rganΛΛe in∷∷r¥c∷Λ nal plannΛng and decΛ∷Λ n makΛng. Chap∷er 4 de∷crΛbe∷ specΛfΛc pr ce∷∷ t u∷e in selec∷Λng and plannΛng theme unΛ∷∷, incl¥dΛng ∷∷ra∷egΛe∷ t u∷e t iden∷ΛfQ theme∷. Chap∷er 5 c n∷aΛn∷ se eral sample theme unΛ∷∷ tha∷ ill¥∷∷ra∷e h t plan and rganΛΛe unΛ∷∷ ar ¥nd par∷Λc¥lar learner theme∷. Chap∷er 6 pr Λde∷ a m re de∷aΛled de∷crΛp∷Λ n f specΛfΛc in∷∷r¥c∷Λ nal ∷∷ra∷egΛe∷ tha∷ maQ be helpf¥l in implemen∷Λng a thema∷Λc appr ach t in∷∷r¥c∷Λ n. Chap∷er 7 pr Λde∷ an er Λeñ t a∷∷e∷∷Λng in∷∷r¥c∷Λ n and ∷∷¥den∷ learnΛng Λ∷hΛn thΛ∷ appr ach and lΛ∷∷∷ re∷ ¥rce ma∷erΛal∷. Chap∷er 8 dΛ∷c¥∷∷e∷ aQ∷ t mee∷ the challenge∷ f ITB in∷∷r¥c∷Λ n. Three re∷ ¥rce∷ are appended: t appr ache∷ t defΛnΛng c mpe∷encΛe∷; c¥rrΛc¥lar and in∷∷r¥c∷Λ nal re∷ ¥rce∷ f r implemen∷Λng ITB in∷∷r¥c∷Λ n; and per∷ nal n ∷e∷ and reflec∷Λ n∷ f r teacher∷. C n∷aΛn∷ 70 reference∷ and an inde¤. (YLB)

ED 408 495 CE 074 317

Hanl n, TΛna L.; And O∷her∷
A S∷¥dQ f W rk in ChΛldren'∷ LΛ∷era∷¥re: An Ann ∷a∷ed BΛblΛ graphQ.
PUB DATE- Dec 96
NOTE- 33p.; Paper pre∷en∷ed a∷ the AmerΛcan V ca∷Λ nal A∷∷ cΛa∷Λ n C n en∷Λ n (CΛncΛnna∷Λ, OH, December 1996). F r a rela∷ed d c¥men∷, see ED 404 516.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC02 Pl¥∷ P ∷∷age.
PUB TYPE- Inf rma∷Λ n AnalQ∷e∷/S∷a∷e- f-∷he-ar∷ Ma∷erΛal∷ (070),Reference Ma∷erΛal∷ - BΛblΛ graphΛe∷ (131),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- Ann ∷a∷ed BΛblΛ graphΛe∷; *Career E¤pl ra∷Λ n; *ChΛldren∷ LΛ∷era∷¥re; *Ed¥ca∷Λ n W rk Rela∷Λ n∷hΛp; Ed¥ca∷Λ nal PhΛl ∷ phQ; Grade 3; N n∷radΛ∷Λ nal Occ¥pa∷Λ n∷; Occ¥pa∷Λ nal A∷pΛra∷Λ n; PrΛmarQ Ed¥ca∷Λ n; *W rk A∷∷Λ∷¥de∷;

ED 408 515 CG 027 746

SherΛdan, S¥::an M.
EffΛcacQ f C nj Λn:: Beha Λ ral C n::¥l::a::Λ n a:: a VehΛcle f r Incl¥::Λ n.
PUB DATE- A¥g 96
NOTE- 34p.; Paper pre::en::ed a:: the Ann¥al Mee::Λng f the AmerΛcan P::Qch l gΛcal A::: cΛa::Λ n (104::h, T r n:: , On::arΛ , Canada, A¥g¥:: 9-13, 1996).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Pl¥:: P :::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- Rep r::: - E al¥a::Λ e/Fea::ΛbΛlΛ::Q (142),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Ad le::cen:::; *Beha Λ r M dΛfΛca::Λ n; ChΛldren; *C c ¥n::elΛng; C ¥n::elΛng Effec::Λ ene:::; *DΛ::abΛlΛ::Λe::; Elemen::arQ Sec ndarQ Ed¥ca::Λ n; *Incl¥::Λ e Sch l::; MaΛn:::reamΛng; Pr gram Effec::Λ ene:::; P¥pΛl Per:: nnel Ser Λce::; Sch l C ¥n::elΛng; Sch l P::Qch l gΛ:::; *SpecΛal Need:: S::¥den:::
IDENTIFIERS- MaΛn:::reamΛng the DΛ::ad an::aged; Ser Λce DelΛ erQ A:::e:::men::

C nj Λn:: beha Λ ral c n::¥l::a::Λ n (CBC) Λ:: a s::r¥c::¥red, indΛrec:: f rm f ser Λce-delΛ erQ in hΛch paren:::, teacher::, and ::her s¥pp r:: s::aff rk t ge::her t addre::: the academΛc, s cΛal, r beha Λ ral need:: f an indΛ Ad¥al f r h m all par::Λe:: bear s me re::p n::ΛbΛlΛ::Q. A:: s¥ch, CBC e::emplΛfΛe:: a m del f par::ner::hΛp:: f r chΛldren hereΛn sch l p::Qch l gΛ::: can be pr ac::Λ e in rkΛng Λ::h paren:::, teacher::, and ::her pr fe:::Λ nal:: t pr m ::e p ::Λ::Λ e ¥::c me::. The p¥rp ::e f thΛ:: paper Λ:: t pre::en:: prelΛmΛnarQ da::a fr m t federallQ f¥nded gran::: in the area f CBC. Grad¥a::e s::¥den::: ere traΛned in CBC and ere re::p n::Λble f r pr ΛdΛng c n::¥l::a::Λ n ser Λce:: t paren::: and teacher:: f s::¥den::: Λ::h dΛ::abΛlΛ::Λe:: h ere beΛng ser ed in the maΛn:::ream en Λr nmen::. Th¥::, the u::ΛlΛ::Q f CBC a:: a s¥pp r:: mechanΛ::m bQ hΛch sch l p::Qch l gΛ::: c ¥ld a:::Λ::: teacher:: and paren::: in the ed¥ca::Λ n f s::¥den::: Λ::h dΛ::abΛlΛ::Λe:: in the reg¥lar cla:::r m a:: addre:::ed. C n::¥l::a::Λ n clΛen::: incl¥ded 22 s::¥den::: Λ::h dΛ::ablΛΛ::Λe:: s¥ch a:: in::ellec::¥al handΛcap::, beah Λ r dΛ:: rder::, a:::en::Λ n defΛcΛ:: hQperac::Λ Λ::Q dΛ:: rder, and learnΛng dΛ::abΛlΛ::Λe::. DΛrec:: b::er a::Λ n:: f s::¥den:: (clΛen::) perf rmance ser ed a:: prΛmarQ ¥::c me mea::¥re::, Λ::h effec:: sΛΛe:: and G al A:::aΛnmen:: ScalΛng me::h d:: u::ed t e al¥a::e effΛcacQ. S cΛal valΛdΛ::Q, c n::¥mer sa::Λ::fac::Λ n, and trea::men:: and pr ce::: accep::abΛlΛ::Q ere al:: a:::e:::ed. C n::aΛn:: 19 reference:: and 7 fΛg¥re::. (A¥::h r)

ED 408 516 CG 027 751

KΛeffer, Ke Λn M.; Leach, Mark M.
The Effec::: f M¥l::Λc¥l::¥ral TraΛnΛng VΛde :: n PerceΛ ed C ¥n::el r C mpe::ence.
PUB DATE- 23 Jan 97
NOTE- 12p.; Paper pre::en::ed a:: the Ann¥al Mee::Λng f the S ¥::h::e::: Ed¥ca::Λ nal Re::earch A::: cΛa::Λ n (A¥:::Λn, TX, Jan¥arQ 23-25, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P :::age.
PUB TYPE- Rep r::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- C mpe::ence; C ¥n::elΛng P::Qch l gQ; *C ¥n::el r A:::Λ::¥de::; C ¥n::el r Charac::erΛ:::Λc::; C ¥n::el r ClΛen:: Rela::Λ n::hΛp; C ¥n::el r E al¥a::Λ n; *C ¥n::el r TraΛnΛng; *C¥l::¥ral Infl¥ence::; Grad¥a::e S::¥den:::; HΛgher Ed¥ca::Λ n;

ED 408 534   CG 027 794

Ward, Lee; Warner, Mark
Crea::Λng En Λr nmen::: f r Change: S::ra::egΛe:: f r Tran::cendΛng Fear.
PUB DATE- 8 Mar 96
NOTE- 27p.; Paper pre::en::ed a:: the AnnǨal Mee::Λng f the AmerΛcan C llege Per:: nnel A::: cΛa::Λ n (Bal::Λm re, MD, March 6-10, 1996).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 PlǨ:: P :::age.
PUB TYPE- Inf rma::Λ n AnalQ::e::/S::a::e- f-::he-ar:: Ma::erΛal:: (070),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Change Agen:::; *Change S::ra::egΛe::; EdǨca::Λ nal Change; *Empl Qee A:::Λ::Ǩde::; *Empl Qer A:::Λ::Ǩde::; Empl Qer Empl Qee Rela::Λ n::hΛp; *Fear; HΛgher EdǨca::Λ n; S::Ǩden:: Per:: nnel Ser Λce::; *S::Ǩden:: Per:: nnel W rker::; *W rk En Λr nmen::

Change i:: the ne s::a::Ǩ:: qǨ in hΛgher edǨca::Λ n and n here i:: the pre:::Ǩre f change s::r nger than in s::Ǩden:: affaΛr::. S me f the inn a::Λ n:: and trend:: c nfr n::Λng s::Ǩden:: affaΛr:: pr fe:::Λ nal:: are e¤pl red in thΛ:: paper. C gnΛ::Λ e and affec::Λ e a::pec::: acc mpanQ change, and i:: i:: s::re:::ed tha:: rganΛΛa::Λ nal change:: mǨ::: ccǨr in a safe en Λr nmen::, here n ne rrΛe:: ab Ǩ:: per:: nal harm. NΛne keQ fac:: r:: f r crea::Λng a safe en Λr nmen:: f r s::ΛmǨla::Λng change in s::Ǩden:: affaΛr:: are pre::en::ed: (1) the en Λr nmen:: mǨ::: p :::e::: an e::h :: in hΛch the s::Ǩden:: affaΛr:: prac::Λ::Λ ner i:: valǨed, trǨ:::ed, and emp ered; (2) the change- rΛen::ed en Λr nmen:: mǨ::: ha e sQ:::ema::Λc Ǩ::c me:: a:::e:::men:: da::a f r the pǨrp ::e f impr Λng; (3) permΛ:::Λ n mǨ::: be gΛ en f r inn a::Λ n; (4) ar::ΛfΛcΛal barrΛer:: be::ñeen pe ple and rganΛΛa::Λ n::, hΛch inhΛbΛ:: c llab ra::Λ n::, mǨ::: be dΛ::man::led; (5) clear and f::-s::a::ed e¤pec::a::Λ n:: f r indΛ ΛdǨal:: sh Ǩld be embraced; (6) g ernance sh Ǩld be charac::erΛΛed bQ par::ner::hΛp:: and n :: bQ pa::rΛarchQ; (7) change c me:: ab Ǩ:: fr m indΛ ΛdǨal:: ΛllΛng and able t shape the fǨ::Ǩre; (8) change tQpΛcallQ ccǨr:: in rganΛΛa::Λ n:: hΛch adjǨ::: qǨΛcklQ and rec er ea::ΛlQ fr m tǨrbǨlence, uphea al, and ::her f rce::; and (9) change beha Λ r:: are charac::erΛΛed bQ c n::ΛnǨ Ǩ:: c mmǨnΛca::Λ n and neg ::Λa::Λ n f meanΛng. (RJM)

ED 408 535   CG 027 798

Berne::, MΛchael
Em ::Λ nal In::ellΛgence: C mp nen::: and C rrela::e::.
PUB DATE- AǨg 96
NOTE- 14p.; Paper pre::en::ed a:: the AnnǨal Mee::Λng f the AmerΛcan P::Qch l gΛcal A::: cΛa::Λ n (104::h, T r n:: , On::arΛ , Canada, AǨgǨ::: 9-13, 1996).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 PlǨ:: P :::age.
PUB TYPE- Inf rma::Λ n AnalQ::e::/S::a::e- f-::he-ar:: Ma::erΛal:: (070),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Affec::Λ e Beha Λ r; *Em ::Λ nal De el pmen::; Em ::Λ nal E¤perΛence; Em ::Λ nal Pr blem::; *Em ::Λ nal Re::p n::e; *In::ellΛgence; In::ellΛgence DΛfference::; *Men::al Heal::h; Per:: nalΛ::Q De el pmen::; P::Qch ::herapQ; *Se¤ DΛfference::
IDENTIFIERS- *Em ::Λ nal In::ellΛgence

There i:: n accep::ed defΛnΛ::Λ n and n adeqǨa::e mea::Ǩre f r the c ncep:: f Em ::Λ nal In::ellΛgence (EI). S me f the mQrΛad i:::Ǩe:: sǨrr ǨndΛng EI are dΛ::cǨ:::ed here. One pr blem in the

ED 408 553 CG 027 843

Schlosser, Grace A.
Resources for Comprehensive Guidance & Counselling Programs. An Annotated List for Counsellors, Teachers, Administrators.
PUB DATE- Sep 96
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Children; Counseling Services; *Directories; Elementary School Students; Elementary Secondary Education; Foreign Countries; Program Descriptions; Program Guides; *Pupil Personnel Services; *Resource Materials; *School Counseling; School Counselors; Secondary School Students; Student Needs
IDENTIFIERS- *Comprehensive Guidance

With the growing popularity of comprehensive guidance and counseling programs in the schools, school personnel need model programs to guide them. An annotated list of suggested resources, designed to assist schools in the selection of materials to support comprehensive counseling and guidance programs, is provided here. All of the materials have been carefully reviewed and endorsed by counselors. For each listing, three icons are used to represent the format, area of counseling, and grade level. When the resource consists of print material only, the book icon is used. A video icon indicates video resources and a kit icon is used when more than one type of material is used. Materials that cover career resources include information about course requirements, postsecondary institutions, career path planning, and job hunting. Educational resources provide information about student placement, promotion or achievement, learning strategies, and study and test-taking skills. Personal and social development resources deal with self-esteem, social skills, relationships, conflict resolution, valuing diversity, personal loss, or other problems. Of the 148 annotations provided, 14 are series with several separate titles, 47 are kits, 28 are resources that address career development, 21 look at educational development, and 97 focus on personal/social development. A title index serves as a finding aid. (RJM)

ED 408 554 CG 027 871

Soule, Penelope P.; Sharp, Joyce
Safe and Drug-Free Schools and Communities Student Survey.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.
PUB DATE- Feb 97
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Alcohol Abuse; Children; Drinking; Grade 10; Grade 12; Grade 6; Grade 8; *Illegal Drug Use; Intermediate Grades; Marijuana; Secondary Education; Smoking; *Student Behavior; *Student Surveys; *Substance Abuse
IDENTIFIERS- Drug Free Schools; *Nevada

In the spring of 1996, the Nevada State Department of Education conducted its fourth biennial survey to assess drug and alcohol attitudes and use among students in grades 6, 8, 10, and 12. Issues of safety, violence, and school climate, as well as participation in school-based prevention programs, were also

ED 408 574 CS 012 856

Mauer, Daria; Stevens, Brenda
Language and Literacy Skills of Young Children with High and Low Phonological Awareness.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Family Environment; *Language Skills; *Preschool Children; Preschool Education; *Reading Difficulties; Reading Research
IDENTIFIERS- Phonemic Awareness; *Phonological Awareness; Print Awareness

A study explored whether "typical" children (i.e., those who have not been identified as language-delayed but who have a low level of phonological awareness) differ in aspects of oral language and orthographic processing skills from those children with higher phonological awareness. Subjects were 17 children (ranging in age from 3 years 10 months to 5 years) identified as having high phonological awareness and 26 children having low phonological awareness. All children were typically developing in other domains and were randomly selected from private and public preschool classes in one county in the midwestern United States. After selection, the children were assessed in three pre-literacy measures and were videotaped during three different play scenarios. Results indicated that significant differences existed between the high and low phonological awareness groups that centered primarily around the development of print awareness tasks rather than the other variables involving oral language, play, and home environment. Findings represent a first step in answering the question of why some apparently typically developing children are later identified as having reading and writing difficulties. (Contains eight references and a table of data.) (RS)

ED 408 575 CS 012 859

Elwell, Deena; Hamm, Cynthia
Improving Students' Alphabet Skills through the Use of the Sunform Alphabet System and Supporting Activities.
PUB DATE- May 97
NOTE- 35p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Masters Theses (042)
DESCRIPTORS- Action Research; Cognitive Style; Early Intervention; Kindergarten; Kindergarten Children; Language Skills; *Letters (Alphabet); *Low Achievement; Primary Education; *Reading Improvement; *Reading Skills; *Word Study Skills
IDENTIFIERS- Illinois (North); *Sunform Alphabet System

An action research study detailed a program for improving kindergarten students' alphabet identification. The targeted population consisted of low achieving kindergarten students in a growing, middle class community located in northern Illinois. The students' skill levels were documented through data which revealed a lack of letter recognition and phonetic skills. Analysis of probable cause suggests a lack of children's prior

ED 408 593 CS 215 872

Lodge, David
The Practice of Writing.
PUB DATE- 96
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Authors; *Creative Writing; *Creativity; Drama; *Fiction; Higher Education; Journal Writing; Literary Criticism; Mass Media; Twentieth Century Literature; *Writing for Publication; *Writing Processes
IDENTIFIERS- Author Text Relationship; *Authorship; Narrative Text

With the constant theme of the mysterious process of creativity running through its essays, this book discusses the work of some much admired 20th-century writers--Graham Greene, James Joyce, D.H. Lawrence, Henry Green, Kingsley Amis, Vladimir Nabokov, and Anthony Burgess. The book addresses the situation of the contemporary novelist, both aesthetically and institutionally, and describes the pleasures of the novelistic text. It considers the different techniques required to work on a novel and a screenplay, focusing on the problems that arise between the idea and the performance. Some of the book's essays discuss academic literary studies, including structuralism and post-structuralist critical theory. The dominant emphasis of the book is on the "practice" of writing. The book contains criticism that tries to demystify and shed light on the creative process. It is intended to be of interest and value for students and teachers of literature, creative writing, and media studies, but is also intended for the general reader. It concludes with extracts from the diary the author kept while his play, "The Writing Game" was making its way to the footlights. (NKA)

ED 408 594 CS 215 873

Bowie, Robert L.
Future Teachers' Perceptions of Themselves as Writers and Teachers of Writing: Implications for Teacher Education Programs.
PUB DATE- 2 Nov 96
NOTE- 86p.; Paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Student Attitudes; Student Surveys; Writing Apprehension; *Writing Attitudes; Writing Evaluation; Writing Instruction; Writing Research
IDENTIFIERS- Middle Tennessee State University; *Teacher Writers

A study investigated how future teachers viewed themselves as writers and writing teachers and how these identities were being addressed in teacher education programs. Subjects, 226 student teachers at Middle Tennessee State University, responded to a questionnaire designed to measure both writing

ED 408 615 CS 215 905

Akintunde, Omowale
The Effect of Using Rapping To Teach Selected Musical Forms to Urban African American Middle School Students.
PUB DATE- Apr 97
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; Middle Schools; *Music Education; Rhythm (Music); Self Esteem; Student Attitudes; Urban Education
IDENTIFIERS- *African Americans; Middle School Students; Missouri (Saint Louis County); *Rap Music

A study determined the effects of a pedagogical approach using rap music on the learning of musical forms among urban African American youth and whether there were differential effects among students of different levels of self-esteem. Urban African American youth (n=66) from the St. Louis County Public Schools who were enrolled in general music classes at Brittany-Woods Middle School served as participants. Two randomly chosen classes formed the control group and 2 randomly chosen classes formed the experimental group. All participants were in grades 6 through 8. Participants were divided into high, middle, and low self-esteem groups. For the control group, traditional procedures (lecture, listening, etc.) were used to teach students binary, ternary, and verse-refrain forms. The researcher also composed 3 songs in binary, ternary, and verse/refrain form respectively. The experimental group was instructed in the same manner as the control group with the exception that the 3 researcher-composed examples were rapped to a pre-recorded rhythm soundtrack, and students were allowed to move rhythmically to the beat and perform as a "human beat box." A researcher-designed test was then administered to those in both experimental and control groups, and students made written comments regarding rap as a pedagogical device. Results indicated no significant differences between the experimental and control groups, but student comments suggest that the use of rap music is highly appealing. (Contains 18 references and 2 tables of data. Appendixes present the researcher-composed songs and students' comments.) (Author/RS)

ED 408 616 CS 215 910

Jones, Rhonda
Producing a School Newsletter Parents Will Read!
PUB DATE- 96
NOTE- 133p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Audience Awareness; Editing; Elementary Education; *Layout (Publications); *Newsletters; *Organizational Communication; *Parent Participation; Parent School Relationship; Planning; Production Techniques; Readability

ED 408 634 CS 509 528

Chen, Guo-Ming
A Review of the Concept of Intercultural Sensitivity.
PUB DATE- Jan 97
NOTE- 14p.; Paper presented at the Biennial Convention of the Pacific and Asian Communication Association (Honolulu, HI, January 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinion Papers/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Definitions; Empathy; Higher Education; *Intercultural Communication; *Intercultural Programs; Research Needs; Self Esteem
IDENTIFIERS- *Cultural Sensitivity; Research Suggestions

The development of a "global village" strongly demands the ability of intercultural sensitivity between people for survival in the 21st century. Due to current lack of study on the subject, this paper aims to: (1) provide a conceptualization of intercultural sensitivity; (2) specify the role intercultural sensitivity plays in intercultural training programs; (3) delineate the components of intercultural sensitivity; and (4) critique and suggest directions for future study in this line of research. As a result, a working definition of intercultural sensitivity is generated. The components of intercultural sensitivity examined include: self-esteem, self-monitoring, open-mindedness, empathy, interaction involvement, and non-judgment. In addition, the paper discusses confusion among intercultural awareness, intercultural sensitivity, and intercultural competence and suggests future directions for research in intercultural sensitivity. Contains 72 references. (Author)

ED 408 635 CS 509 529

Sun, Wei; Chen, Guo-Ming
Dimensions of Difficulties Mainland Chinese Students Encounter in the United States.
PUB DATE- Jan 97
NOTE- 15p.; Paper presented at the International Conference in Cross-Cultural Communication (6th, Tempe, AZ, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Cultural Awareness; Cultural Differences; *Culture Conflict; *Foreign Students; Higher Education; *Intercultural Communication; Interviews; Language Role; Questionnaires; *Student Adjustment
IDENTIFIERS- *Chinese People; *Cultural Adjustment; Students as Subjects

A study examined the difficulties Mainland Chinese students encountered in the process of adjusting to American culture. Subjects were 10 Mainland Chinese students enrolling in a mid-size public university, 8 females and 2 males. The length of time in America was from 10 months to 3 years, the average age was 27.9, and 6 were married. In-depth interviews were conducted and information was collected using a questionnaire containing 13 open-ended questions focusing on significant events during subjects' cultural adaptation. From the recurring

ED 408 655　　EA 028 375

WΛllΛam∷, RΛchard; P r∷Λn, BradleQ
The ChangΛng R le f the PrΛncΛpal in Wa∷hΛng∷ n S∷a∷e.
PUB DATE- Mar 97
NOTE- 10p.; Paper pre∷en∷ed a∷ the Annʬal Mee∷Λng f the AmerΛcan Edʬca∷Λ nal Re∷earch A∷∷ cΛa∷Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Plʬ∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - Re∷earch/TechnΛcal (143),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- *AdmΛnΛ∷∷ra∷ r Re∷p n∷ΛbΛlΛ∷Q; *AdmΛnΛ∷∷ra∷ r R le; DΛ er∷Λ∷Q (In∷∷Λ∷ʬ∷Λ nal); Edʬca∷Λ nal Change; Elemen∷arQ Sec ndarQ Edʬca∷Λ n; Leader∷hΛp Re∷p n∷ΛbΛlΛ∷Q; Paren∷ Par∷ΛcΛpa∷Λ n; *PrΛncΛpal∷; *PʬblΛc Sch l∷; *Sch l Ba∷ed Managemen∷; S∷a∷e LegΛ∷la∷Λ n
IDENTIFIERS- *Wa∷hΛng∷ n

A nʬmber f change∷ ha e been inΛ∷Λa∷ed in Wa∷hΛng∷ n S∷a∷e pʬblΛc sch l∷ in recen∷ Qear∷. P lΛcQmaker∷ and the pʬblΛc a∷∷ʬme tha∷ prΛncΛpal∷ ha e the capacΛ∷Q t lead the implemen∷a∷Λ n f manQ ref rm∷ and regʬla∷Λ n∷ hΛle carrQΛng ʬ∷ a varΛe∷Q f re∷p n∷ΛbΛlΛ∷Λe∷. ThΛ∷ paper pre∷en∷∷ fΛndΛng∷ f a sʬr eQ f Wa∷hΛng∷ n S∷a∷e prΛncΛpal∷ t in e∷∷Λga∷e he∷her the r le f the prΛncΛpal ha∷ been changΛng, and if s , t iden∷ΛfQ the rea∷ n∷ f r and implΛca∷Λ n∷ f th ∷e change∷. Da∷a ere b∷aΛned fr m 2 sʬr eQ∷ maΛled t the 2,431 member∷ f the A∷∷ cΛa∷Λ n f Wa∷hΛng∷ n S∷a∷e PrΛncΛpal∷ (AWSP). One sʬr eQ a∷ sen∷ t prΛncΛpal∷ and a∷∷Λ∷∷an∷ prΛncΛpal∷ Λ∷h le∷∷ than 5 Qear∷ f e¤perΛence, and the ∷her elΛcΛ∷ed the vΛeÑ f m re e¤perΛenced sΛ∷e admΛnΛ∷∷ra∷ r∷. A t ∷al f 687 qʬe∷∷Λ nnaΛre∷ ere re∷ʬrned bQ m re e¤perΛenced prΛncΛpal∷ and 153 ere receΛ ed fr m th ∷e Λ∷h le∷∷ e¤perΛence, f r a re∷p n∷e ra∷e f 34.6 percen∷. Da∷a fr m the le∷∷-e¤perΛenced prΛncΛpal∷ are n ∷ rep r∷ed in thΛ∷ paper. In general, the prΛncΛpal∷ belΛe ed tha∷ theΛr re∷p n∷ΛbΛlΛ∷Λe∷ had changed dʬrΛng the la∷∷ 5 Qear∷. NΛne∷Q- ne percen∷ f the prΛncΛpal∷ indΛca∷ed theQ ere in dΛ∷∷rΛc∷∷ tha∷ ere decen∷ralΛΛΛng decΛ∷Λ n makΛng t the l cal sch l sΛ∷e, 76 percen∷ ere inΛ∷Λa∷Λng r enc ʬragΛng the ʬ∷e f sΛ∷e c ʬncΛl∷, and 79 percen∷ indΛca∷ed the need t e∷∷ablΛ∷h sch l-bʬ∷Λne∷∷ par∷ner∷hΛp∷. The∷e change∷ ere in addΛ∷Λ n t ne re∷p n∷ΛbΛlΛ∷Λe∷ crea∷ed bQ the s∷a∷e Λ∷h regard t edʬca∷Λ nal ref rm, trʬancQ rep r∷Λng, and specΛal edʬca∷Λ n. Se en∷Q-∷Λ¤ percen∷ rep r∷ed tha∷ theQ rked in sΛ∷e∷ Λ∷h increa∷ed s∷ʬden∷ dΛ er∷Λ∷Q, 83 percen∷ indΛca∷ed tha∷ in∷erac∷Λ n∷ Λ∷h paren∷∷ increa∷ed, m re freqʬen∷lQ Λ∷h paren∷∷, and 91 percen∷ rep r∷ed the imp r∷ance f c n∷ΛderΛng "clΛen∷ sa∷Λ∷fac∷Λ n" hen makΛng decΛ∷Λ n∷. The degree f change al∷ varΛed bQ rʬral/ʬrban regΛ n and bQ sch l le el. The change∷ re∷ʬl∷ed in se eral theme∷ r trend∷: (1) addΛ∷Λ nal re∷p n∷ΛbΛlΛ∷Λe∷ tha∷ dΛd n ∷ al aQ∷ c me Λ∷h the c rre∷p ndΛng aʬ∷h rΛ∷Q; (2) a shΛf∷ fr m leader∷hΛp t managemen∷; (3) ambΛgʬ ʬ∷ and c mple¤ ne re∷p n∷ΛbΛlΛ∷Λe∷; and (4) a declΛne in m rale and en∷hʬ∷Λa∷m. (LMI)

ED 408 656　　EA 028 376

Sʬr Λ al GʬΛde f r Char∷er Sch l∷, FY 1997-98.
PUB DATE- 97
NOTE- 202p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC09 Plʬ∷ P ∷∷age.

ED 408 674 EA 028 400

FacΛlΛ::Λe:: G%Λdelιne::. N r::h Car lΛna P%blΛc Sch l::.
PUB DATE- Jan 97
NOTE- 45p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 Pl%:: P ::::age.
PUB TYPE- G%Λde::/Me::h d::/TechnΛq%e:: (F r Prac::Λ::Λ ner::) - N n-
Cla::::r m U::e (F r AdmΛnΛ::::ra::Λ e and S%pp r:: S::aff, and f r
Teacher::, Paren::::, ClergQ, e::c. in N n-Cla::::r m sΛ::%a::Λ n::)
(055),Legal/LegΛ::la::Λ e/Reg%la:: rQ Ma::erΛal:: (090)
DESCRIPTORS- De::Λgn ReqΛremen::::; *Ed%ca::Λ nal FacΛlΛ::Λe::
Impr emen::; *Ed%ca::Λ nal FacΛlΛ::Λe:: PlannΛng; Elemen::arQ
Sec ndarQ Ed%ca::Λ n; *FacΛlΛ::Q G%Λdelιne::; *FacΛlΛ::Q
Req%Λremen::::; *P%blΛc Sch l::; Sch l B%ΛldΛng::; Sch l
C n::::r%c::Λ n; Sch l Space; Space U::ΛlΛΛa::Λ n; S::a::e
LegΛ::la::Λ n; *S::a::e Reg%la::Λ n
IDENTIFIERS- *N r::h Car lΛna

In J%lQ 1987, the N r::h Car lΛna General A::::emblQ enac::ed legΛ::la::Λ n t pr Λde f%nd:: f r p%blΛc sch l c n::::r%c::Λ n t a::::Λ::: c %n::Q g ernmen:::: in mee::Λng theΛr capΛ::al b%ΛldΛng need:: and t pr Λde addΛ::Λ nal f%nd:: f r selec::ed c %n::Λe:: Λ::h the m ::: crΛ::Λcal sch l facΛlΛ::Q need::. ThΛ:: d c%men::, in acc rdance Λ::h the legΛ::la::Λ n'::dΛrec::Λ n, defΛne:: and de::crΛbe:: the ed%ca::Λ nal space:: needed t s%pp r:: a m dern, c mprehen::Λ e ed%ca::Λ nal pr gram and t se:: mΛnΛmal g%Λdelιne:: f r tQpe:: f space:: and f r sΛΛe:: f space::. The handb k ser e:: a:: a plannΛng g%Λde f r th ::e in the pr ce:::: f b%ΛldΛng, enlargΛng, r ren a::Λng sch l facΛlΛ::Λe::. The d c%men:: i:: al:: in::ended t ser e a:: a g%Λde in: (1) e al%a::Λng e¤Λ::::Λng facΛlΛ::Λe:: f r f%nc::Λ nal adeq%acQ; (2) de::ermΛnΛng facΛlΛ::Q need::; and (3) in de el pΛng s %nd, l ng-range b%ΛldΛng plan::. The appendΛ¤ c n::aΛn:: de::Λgn req%Λremen::::, facΛlΛ::Q g%Λdelιne f rm::, and c pΛe:: f s::a::e s::a::%::e::. (LMI)

ED 408 675 EA 028 401

TermΛna::Λ n f Sch l Empl Qee::: Legal I::::%e:: and TechnΛq%e::.
PUB DATE- Apr 97
NOTE- 316p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c%men:: N :: A aΛlable fr m EDRS.
PUB TYPE- G%Λde::/Me::h d::/TechnΛq%e:: (F r Prac::Λ::Λ ner::) - N n-
Cla::::r m U::e (F r AdmΛnΛ::::ra::Λ e and S%pp r:: S::aff, and f r
Teacher::, Paren::::, ClergQ, e::c. in N n-Cla::::r m sΛ::%a::Λ n::)
(055),Legal/LegΛ::la::Λ e/Reg%la:: rQ Ma::erΛal:: (090)
DESCRIPTORS- Alc h l Ab%::e; ArbΛ::ra::Λ n; C llec::Λ e BargaΛnΛng;
*C mplΛance (Legal); *DΛ::mΛ::::al (Per:: nnel); Dr%g Ab%::e; *D%e
Pr ce::::; Elemen::arQ Sec ndarQ Ed%ca::Λ n; GrΛe ance Pr ced%re::;
Lab r Pr blem::; Legal Pr blem::; Per:: nnel P lΛcQ; Sch l La ;
Se¤%al Hara::::men::; *Teacher DΛ::mΛ::::al; Teacher E al%a::Λ n;
*Teacher RΛgh::::

The termΛna::Λ n f un::a::Λ::fac:: rQ sch l empl Qee:: i:: an ubΛq%Λ:: %:: and f::en e¤pen::Λ e legal pr blem f r sch l dΛ::::rΛc::::. ThΛ:: m n graph a:: de::Λgned t help sch l a::: rneQ:: and admΛnΛ::::ra:: r:: in handlΛng the termΛna::Λ n pr ce:::: a:: faΛrlQ and effΛcΛen::lQ a:: p ::::Λble. The m n graph begΛn:: Λ::h ar::Λcle:: n d c%men::a::Λ n, e al%a::Λ n, and remedΛa::Λ n--::hree keQ s l%::Λ n:: t the pr blem:: f eΛ::her s::aQΛng %:: f c %r:: r pre aΛlΛng hen s%ed. The::e are f ll ed bQ ar::Λcle:: n in e::::Λga::Λng c mplaΛn:::: and dealΛng Λ::h ff-d%::Q c nd%c:: and alc h l/dr%g ab%::e. The m n graph c ncl%de:: Λ::h a re Λe f

ED 408 692 EA 028 429

U.S. Department of Education, Office of Inspector General, Semiannual Report to Congress, No. 34, October 1, 1996-March 31, 1997.
PUB DATE- 30 Apr 97
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); Federal Regulation; *Financial Audits; *Loan Repayment; *Organizational Effectiveness; Postsecondary Education; Reports; *Risk Management; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Department of Education

This document contains the semiannual report on the activities of the U.S. Department of Education's Office of Inspector General (OIG) for the 6-month period ending March 31, 1997. During this time the OIG continued to fulfill its statutory mandate through a carefully designed program of audits and reviews intended to help Education Department managers administer their programs and carry out their oversight responsibilities more efficiently, more effectively, and more economically. The report contains a copy of Public Law 95-452 reporting requirements and three abstracts that describe: (1) significant audits and audit-related activities; (2) significant prosecutive actions resulting from OIG's investigations; and (3) initiatives conducted in response to Congressional requests. Statistical tables and a glossary of abbreviations are included. (LMI)

ED 408 693 EA 028 430

Title IX at 25: Report Card on Gender Equity.
PUB DATE- 23 Jun 97
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Athletics; Career Education; Educational Environment; *Educational Opportunities; Elementary Secondary Education; Employment Opportunities; *Equal Education; *Federal Legislation; Females; Higher Education; Mathematics Education; Nondiscriminatory Education; Pregnant Students; Science Education; *Sex Discrimination; Sexual Harassment; Standardized Tests
IDENTIFIERS- *Title IX Education Amendments 1972

Twenty-five years after it was enacted by Congress in 1972, Title IX of the Education Amendments (the federal mandate against sex discrimination in education) has opened doors previously closed to women and girls. This report by the National Coalition for Women and Girls in Education (NCWGE) celebrates the progress made to date but also identifies areas in need of further action. The report examines critical areas--including access to higher education (B-), learning environment (C-), math and science (C), and sexual harassment (D)--and grades the United States' efforts to implement Title IX based on such indicators as women's participation rates, enforcement actions by the federal government, and legal developments. The U.S. efforts earn an overall grade of C. The report concludes with an action agenda that provides educators and policymakers with a blueprint for achieving gender equity in the next 25 years and

ED 408 711 EA 028 458

Tamang, H. D.; Dharam, K. C.
Innovation in Primary School Construction: Community Participation in Seti Zone, Nepal. Educational Building Report 20. A Case Study.
PUB DATE- 95
NOTE- 147p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Building Design; Construction Costs; Construction Management; Construction Materials; Construction Needs; *Construction (Process); Construction Programs; Developing Nations; *Educational Facilities Design; *Educational Facilities Improvement; *Educational Facilities Planning; Efficiency; Elementary Education; Foreign Countries; School Buildings; *School Construction
IDENTIFIERS- *Nepal

Nepal is one of the poorest countries in the world. In 1981 the Education for Rural Development in Seti Zone Project--more commonly known as the "Seti Project"--as part of the Nepalese government's effort to develop a system of basic education in that far western region of Nepal. The early success of the project provided the impetus for the development of the Primary Education Project, which is supported by the World Bank/International Development Association. This publication is part of the UNESCO Principal Regional Office for Asia and the Pacific (PROAP) series on innovations in primary school construction. The series focuses on how to get the most value for money invested in educational buildings. The experience of Nepal and its project Education for Rural Development in the Seti Zone is an example of how people can contribute to their own development. The project is based on the premise that such self-development is mainly fueled by knowledge. Mobilizing community interests, maintaining community confidence, and creating technically satisfactory buildings is a major challenge for all participatory development programs. The report gives a chronological review of the work and describes the project's origins, the concepts for the building design, the management approach, the school-construction program planning, program implementation, and program achievements. A total of 27 illustrations, 2 maps, 3 figures, and 4 tables are included. (LMI)

ED 408 712 EA 028 459

Sessa, Valerie I.; Campbell, Richard J.
Selection at the Top: An Annotated Bibliography.
PUB DATE- 97
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Administrator Characteristics; Administrator Effectiveness; Administrator Evaluation; *Administrator Selection; Corporations; Diversity (Institutional); *Leadership Qualities; Management Teams; Occupational Information; *Organizational Climate; Organizations (Groups); *Promotion (Occupational); Recruitment

In this era of rapidly changing organizational environments, the task of executive selection is critical. Practitioners clearly need help with such essential questions as: What does it mean

ED 408 731 EC 305 602

Working Together: Science Teachers and Students with Disabilities. DO-IT Program.

SPONS. AGENCY- National Science Foundation, Arlington, VA.

PUB DATE- 96

NOTE- 5p.; Additional funding received from NEC Foundation of America and US WEST Communications.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Access to Education; *Disabilities; Educational Strategies; Elementary Secondary Education; Higher Education; *Science Instruction; Science Laboratories; Science Materials; *Teacher Role

IDENTIFIERS- *Academic Accommodations (Disabilities); *Testing Accommodations (Disabilities)

This brochure describes ways that science teachers and students with disabilities can work together to develop creative alternatives for the challenges in gaining and demonstrating knowledge faced by these students. In the first section, "Gaining Knowledge", lists of difficulties faced by students with disabilities are placed in columns opposite to types of accommodations. Some of the accommodations described include: providing materials in alternative formats; providing scientific equipment with Braille and large print markings; providing an FM system or interpreter; making electronic communications available; providing extra time and access to materials via a computer equipped with speech and large print output; and flexible scheduling arrangements for students who have health impairments. The second section "Demonstrating Knowledge", details accommodations that can be made for students with disabilities who cannot demonstrate mastery of a subject by writing, speaking, or working through a problem in a lab. Accommodations include providing worksheets and tests in alternative formats, allowing extra times or alternative testing arrangements, and providing in-class access to a computer with alternative input devices. The brochure includes a list of key electronic resources at the University of Washington related to the DO-IT (Disabilities Opportunities Internetworking Technology) program. (CR)

ED 408 732 EC 305 603

Adaptive Technology that Provides Access to Computers. DO-IT Program.

SPONS. AGENCY- National Science Foundation, Arlington, VA.

PUB DATE- 94

NOTE- 5p.; Additional funding received from NEC Foundation of America and US WEST Communications.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Braille; Computer Assisted Instruction; Computer Software; *Computers; *Disabilities; Electromechanical Aids; Hearing Impairments; *Keyboarding (Data Entry); Learning

ED 408 750 EC 305 621

T p, Barbara
S::a::Ẅ:: f P lΛcΛe::, Pr cedẄre::, and Prac::Λce::: S::a::e DΛrec:: r:: f SpecΛal EdẄca::Λ n Percep::Λ n:: RegardΛng Implemen::a::Λ n f InclẄ::Λ n.
PUB DATE- 96
NOTE- 14p.; Paper pre::en::ed a:: the AnnẄal C n en::Λ n f the C ẄncΛl f r E¤cep::Λ nal ChΛldren (75::h, Sal:: Lake CΛ::Q, UT, AprΛl 9-13, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 PlẄ:: P ::::age.
PUB TYPE- Rep r:::: - E alẄa::Λ e/Fea::ΛbΛlΛ::Q (142),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *AdmΛnΛ::::ra:: r A::::Λ::Ẅde::; *DΛ::abΛlΛ::Λe::; EdẄca::Λ nal Change; *EdẄca::Λ nal P lΛcQ; EdẄca::Λ nal Prac::Λce::; Elemen::arQ Sec ndarQ EdẄca::Λ n; *InclẄ::Λ e Sch l::; MaΛn::::reamΛng; Na::Λ nal SẄr eQ::; Pr gram Implemen::a::Λ n; *S::a::e Depar::men:::: f EdẄca::Λ n
IDENTIFIERS- *S::a::e DΛrec:: r:: f SpecΛal EdẄca::Λ n

ThΛ:: s::ẄdQ, ba::ed n the fΛndΛng:: f a d c:: ral dΛ::::er::a::Λ n bQ the aẄ::h r, c mpared the p lΛcΛe:: and pr cedẄre:: ad p::ed bQ s::a::e specΛal edẄca::Λ n agencΛe:: c ncernΛng the inclẄ::Λ n f s::Ẅden:::: Λ::h dΛ::abΛlΛ::Λe:: in general edẄca::Λ n and e alẄa::ed the le el f implemen::a::Λ n f inclẄ::Λ e prac::Λce::. Re::p n::e:: f 36 s::a::e dΛrec:: r:: f specΛal edẄca::Λ n (15 f h m sẄbmΛ::::ed inclẄ::Λ n p lΛcΛe:: and pr cedẄre::) ere analQΛed. FΛndΛng:: indΛca::ed: (1) s::a::e dΛrec:: r:: ere relẄc::an:: t rep r:: tha:: theΛr s::a::e prac::Λced fẄll inclẄ::Λ n; (2) s::a::e dΛrec:: r:: had dΛfferΛng vΛeñ:: f ha:: c n::::Λ::Ẅ::ed inclẄ::Λ n p lΛcΛe:: and pr cedẄre::; (3) appr ¤Λma::elQ 85% f the 36 dΛrec:: r:: f specΛal edẄca::Λ n indΛca::ed tha:: inclẄ::Λ n had increa::ed in theΛr s::a::e sΛnce 1990; (4) s me s::a::e dΛrec:: r:: appeared t vΛe "lea::: re::::rΛc::Λ e en Λr nmen::" and "ΛnclẄ::Λ n" a:: sQn nQm Ẅ:: term::; and (5) s::a::e p lΛcΛe:: and pr cedẄre:: de el ped a:: the s::a::e le el dΛd n :: make a n ::Λceable dΛfference n inclẄ::Λ e prac::Λce:: in the s::a::e::. Al:: inclẄded in the rep r:: are p ::Λ::Λ n s::a::emen:::: n inclẄ::Λ n bQ maj r rganΛΛa::Λ n:: and 16 graph:: de::aΛlΛng the sẄr eQ re::p n::e::. (AẄ::h r/DB)

ED 408 751 EC 305 622

KΛ::-Gla a::, LelΛa; And O::her::
Teacher::' A::::Λ::Ẅde:: t ard the In::egra::Λ n f PẄpΛl:: Λ::h In::ellec::Ẅal DΛ::abΛlΛ::Λe::.
PUB DATE- 96
NOTE- 16p.; Paper pre::en::ed a:: the W rld C ngre:::: f IASSD (10::h, Hel::ΛnkΛ, FΛnland, JẄlQ 8-13, 1996).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 PlẄ:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Age DΛfference::; Elemen::arQ Sec ndarQ EdẄca::Λ n; F reΛgn C Ẅn::rΛe::; *InclẄ::Λ e Sch l::; Kn ledge Le el; MaΛn::::reamΛng; *Men::al Re::arda::Λ n; QẄe::::Λ nnaΛre::; Se¤ DΛfference::; *Teacher A::::Λ::Ẅde::; *Teacher Backgr Ẅnd; TeachΛng E¤perΛence
IDENTIFIERS- *Cr a::Λa

ThΛ:: s::ẄdQ e¤amΛned the a::::Λ::Ẅde:: f 194 teacher:: in 17 regẄlar prΛmarQ sch l:: in the cΛ::Q f Zagreb (Cr a::Λa) and the sẄrr ẄndΛng area ab Ẅ:: the in::egra::Λ n f chΛldren Λ::h in::ellec::Ẅal r ::her de el pmen::al dΛ::abΛlΛ::Λe::. In addΛ::Λ n

ED 408 769 EC 305 641

Mitchell, Melissa, Ed.
Leaving School: Implementing Transition Planning: What Data and State Experiences Can Tell Policy Makers and Educators. A Project ALIGN Issue Brief.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Age Differences; Compliance (Legal); Data Collection; *Disabilities; Dropout Prevention; *Dropout Rate; Dropout Research; *Education Work Relationship; High Schools; Individualized Education Programs; Program Implementation; *Transitional Programs
IDENTIFIERS- *Individuals with Disabilities Education Act

This policy brief examines states' experiences and data regarding implementation of the transition planning mandate of the Individuals with Disabilities Education Act. It reports on a study which investigated whether implementation of transition planning was associated with decreased dropout rates for youth with disabilities and whether the format for reporting on how special education students exit the system should be revised. Transition related data from the Department of Education were analyzed and interviews were conducted with state-level special education personnel in three states with relatively high school completion rates for their students with disabilities. Data analysis indicated that a previously increasing dropout rate began to decline with mandated transition planning for youth ages 16 and above, but not for youth 14-15 years old, which continued to climb. These results support the value of transition services beginning at age 14. The experiences of the three states support the value of transition planning and services as a component of each student's individualized program. The report also includes graphs showing trend data in the dropout rate for youth with disabilities ages 16 to 21 and ages 14 to 16. (Contains 13 references.) (DB)

ED 408 770 EC 305 642

Mitchell, Melissa, Ed.
Ethnicity in Special Education: A Macro-Level Analysis. A Project ALIGN Issue Brief.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Degrees (Academic); *Disabilities; *Disability Identification; Elementary Secondary Education; Ethnic Groups; *Ethnicity; *Graduation; Mainstreaming; Minority Groups; Racial Factors; *Special Education; Statistical Analysis; *Student Placement
IDENTIFIERS- *Graduation Rates

This policy brief examines the role of ethnicity in special education by reporting on a study of the impact of base rates of ethnicity on the identification, placement, and graduation

ED 408 787 EC 305 668

Menz, Fredrick E., Ed.; And Others
Lessons for Improving Employment of People with Disabilities from Vocational Rehabilitation Research.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 375p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Differences; *Delivery Systems; *Disabilities; *Employment; *Job Placement; Mental Disorders; Program Design; Program Effectiveness; Program Implementation; Supported Employment; Visual Impairments; *Vocational Rehabilitation
IDENTIFIERS- Rehabilitation Research and Training Centers

This book was designed to share lessons learned from vocational rehabilitation research conducted at 11 Rehabilitation Research and Training Centers. Papers for the book were developed to provide practical guidance to the common efforts of professionals, advocates, consumers, and public figures interested in creating workable rehabilitation programs that return and sustain people with disabilities into the mainstream of their communities. Specifically, the papers address: (1) strategies for creating programs to achieve meaningful employment outcomes; (2) effectiveness of the public vocational rehabilitation programs; and (3) strategies for devising and incorporating the wishes, needs, and desires of people with disabilities into the design of rehabilitation alternatives. The book is organized into three sections. The first section, "Perspectives on How To Improve Employment Outcomes," provides slightly edited copies of presentations made to the National Employment Conference in July 1996. The second section, "Program Oriented Research," presents a series of research papers on programs that are effective or how to make programs effective in achieving important rehabilitation outcomes. The third section, "Rehabilitation Population Oriented Research," presents a comparable series of papers that looks at how to increase employment outcomes from the point of view of selected populations, including persons with psychiatric disabilities, mental illness, and persons who are blind or visually impaired. (Most papers contain references.) (CR)

ED 408 788 EC 305 669

Bradshaw, Keith
The Integration of Children with Behavior Disorders: A Longitudinal Study.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Elementary Education; Follow up

ED 408 806 EC 305 693

F¥ch::, LQnn S.; Ma::he::, Pa::rΛcΛa G.
Peer-MedΛa::ed Re:: ¥rce ReadΛng. Repea::ed ReadΛng Teacher':: Man¥al.
SPONS. AGENCY- OffΛce f SpecΛal Ed¥ca::Λ n and RehabΛlΛ::a::Λ e
 Ser Λce:: (ED), Wa::hΛng:: n, DC.
PUB DATE- 91
NOTE- 66p.; In: Peer-MedΛa::ed ReadΛng In::::r¥c::Λ n in SpecΛal
 Ed¥ca::Λ n Re:: ¥rce R m Se::::Λng::, FΛnal Rep r::; see EC 305 691.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC03 Pl¥:: P ::::age.
PUB TYPE- G¥Λde::/Me::h d::/TechnΛq¥e:: (F r Prac::Λ::Λ ner::) -
 Cla::::r m U::e - TeachΛng G¥Λde:: (F r Teacher) (052),Inf rma::Λ n
 AnalQ::e::/S::a::e- f-::he-ar:: Ma::erΛal:: (070),Te::::, Q¥e::::Λ nnaΛre::,
 E al¥a::Λ n In::::r¥men:::: (160)
DESCRIPTORS- *In::::r¥c::Λ nal Effec::Λ ene::::; In::ermedΛa::e Grade::;
 In::er en::Λ n; *LearnΛng DΛ::abΛlΛ::Λe::; *Oral ReadΛng; *Peer
 TeachΛng; *ReadΛng DΛffΛc¥l::Λe::; RemedΛal ReadΛng; *Re:: ¥rce
 R m Pr gram::; SpecΛal Ed¥ca::Λ n; S::¥den:: A::::Λ::¥de::; Teacher
 A::::Λ::¥de::; TeachΛng G¥Λde::; T¥:: rΛal Pr gram::

ThΛ:: man¥al a:: de el ped a:: par:: f a pr jec:: tha:: in e::::Λga::ed the effec::Λ ene:::: f cla::::- Λde, peer-medΛa::ed readΛng in::::r¥c::Λ n Λ::h mΛddle grade s::¥den:::: ha Λng mΛld dΛ::abΛlΛ::Λe:: and readΛng dΛffΛc¥l::Λe::. I:: e¤plaΛn:: the pr ced¥re:: f r in::r d¥cΛng, implemen::Λng, and m nΛ:: rΛng the pr jec::':: ver::Λ n f s¥::::aΛned ral readΛng prac::Λce, in hΛch paΛr:: f s::¥den:::: each read al ¥d f r nΛne mΛn¥::e:: hΛle the par::ner c rrec:::: err r:: and a ard:: p Λn:::: f r acc¥racQ. The fΛr::: chap::er lΛ:::: the man¥al':: bjec::Λ e::, gΛ e:: a defΛnΛ::Λ n and ra::Λ nale f r peer-medΛa::ed in::::r¥c::Λ n, and pre::en:::: an er Λe f the peer-medΛa::ed readΛng pr gram. Chap::er 2 i:: n preparΛng f r peer-medΛa::ed readΛng. I:: c er:: sched¥lΛng tΛme f r peer t¥:: rΛng; selec::Λng paΛr:: and eeklQ team::; a ardΛng and rec rdΛng p Λn::::; and ge::::Λng s::¥den:::: t and fr m theΛr par::ner::. Chap::er 3 de::crΛbe:: the three-le:::: n traΛnΛng pr gram f r s::¥den:::: prΛ r t implemen::Λng peer-medΛa::ed readΛng. Le:::: n 1 c er:: general fea::¥re:: f peer-medΛa::ed readΛng in::::r¥c::Λ n, Le:::: n 2 the pr ced¥re:: f r s¥::::aΛned ral readΛng, and in Le:::: n 3, s::¥den:::: are alked thr ¥gh the peer-medΛa::ed in::::r¥c::Λ nal seq¥ence. Chap::er 4 f c¥::e:: n p ::en::Λal pr blem:: and s l¥::Λ n:: s¥ch a:: s::¥den:::: beΛng l ¥d, dΛ::r¥p::Λ e, r ff ta::k; s::¥den:::: takΛng t m¥ch tΛme t c mple::e the t¥:: rΛng s::ep::; s::¥den:::: faΛlΛng t f ll the t¥:: rΛng pr ced¥re; and s::¥den:::: chea::Λng. A sample teacher scrΛp:: i:: pr Λded. An appendΛ¤ incl¥de:: the readΛng mea::¥re:: u::ed in the pr gram. An ::her appendΛ¤ pr Λde:: a re ΛeÑ f the lΛ::era::¥re n the effec::Λ ene:::: f peer t¥:: rΛng in general and specΛfΛcallQ i:::: effec::Λ ene:::: Λ::h s::¥den:::: ha Λng readΛng dΛ::abΛlΛ::Λe::. ThΛ:: appendΛ¤ c n::aΛn:: 94 reference::. (DB)

ED 408 807 EC 305 694

Nel:: n, Car l J.; And O::her::
LΛ::eracQ Techn l gQ Pr jec::.
PUB DATE- 97
NOTE- 77p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Pl¥:: P ::::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- G¥Λde::/Me::h d::/TechnΛq¥e:: (F r Prac::Λ::Λ ner::) -
 Cla::::r m U::e - In::::r¥c::Λ nal Ma::erΛal:: (F r Learner::)
 (051),G¥Λde::/Me::h d::/TechnΛq¥e:: (F r Prac::Λ::Λ ner::) - Cla::::r m
 U::e - TeachΛng G¥Λde:: (F r Teacher) (052)
DESCRIPTORS- *A::::Λ::::Λ e De Λce:: (f r DΛ::abled); Ba::Λc SkΛll::;

ED 408 825 FL 024 565

Magee, Bronagh E.
Chain Stories - A Collaborative Writing Activity.
PUB DATE- Jan 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Cooperative Learning; Creativity; Group Activities; Second Language Instruction; *Second Languages; Short Stories; *Story Telling; *Writing Assignments; *Writing Instruction

Use of group story writing in second language classes is discussed, and specific instructional techniques are outlined. In this activity, students sit in a circle and each begins to write a story. The story beginning is passed to the next student, who adds a portion and passes the story on. This pattern continues until stories are completed and each student has his original paper. The result is a number of stories, each completely different, written by the same students. Students then read and discuss the stories, correcting as needed. The activity may be used to review vocabulary or grammar, be included in cultural lessons, such as discussion of holidays or traditions, or be based on photographs or pictures. The activity is appealing to students as an alternative to conventional, more academic writing exercises. Suggestions are made concerning timing of the exercise, group size, error correction, revision, and whether to provide a beginning sentence or have students create their own. Considerations based on students' cultural background or the mix of cultures represented are also discussed. Sample grammar-based, vocabulary-based, theme-based, and picture-based lessons using the chain story method are outlined in detail, with illustrations. (MSE)

ED 408 826 FL 024 566

Fujioka, Noriko ; Kennedy, John J.
The Views of Non-Native Speakers of Japanese toward Error Treatment in Japanese Introductory College Classes.
PUB DATE- Mar 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; College Students; *Error Correction; Higher Education; Interviews; Introductory Courses; *Japanese; *Peer Evaluation; Second Language Instruction; Second Language Learning; *Second Languages; *Self Evaluation (Individuals); *Student Attitudes

A study investigated college student attitudes toward different classroom techniques for error correction in second language instruction. Subjects were 162 students of Japanese as a second language in seven universities. In the first phase of the study, a smaller group of students at a liberal arts college were observed in class, interviewed, and surveyed. Based on the findings, a mail survey of the larger sample was conducted.

ED 408 846 FL 024 604

Auger, Julie; Rose, Yvan
Explorations du lexique (Explorations in Lexicon). Publication B-208.
PUB DATE- 97
NOTE- 322p.
LANGUAGE- French
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- American Indians; *Bilingualism; Child Language; Code Switching (Language); Contrastive Linguistics; Dictionaries; English; Food; Foreign Countries; French; Interlanguage; Language Research; Language Role; Language Usage; *Languages for Special Purposes; Linguistic Borrowing; Linguistic Theory; Morphology (Languages); Phonology; *Pragmatics; Pronunciation; Regional Dialects; *Semantics; Sociocultural Patterns; Sociolinguistics; Translation; Verbs; *Vocabulary; *Vocabulary Development
IDENTIFIERS- Armenia; Canada; French (Cajun); *French (Canadian); Kinyarwanda

Essays on lexicon and vocabulary development, all in French, address these topics: bilingual lexicon in the context of translation; lexical and conceptual representation in bilinguals; pronouns in "existential" constructions in French and English; configurational functions within grammar; Gustaf Stern's diachronic semantic schema; the semantic categories of "events" and "action"; pragmatic connectors as indices of linguistic development of 5- to 11-year-olds; vocabulary needed by entering university students; disparate lexicalization in a minority context; semantic patterns in Montreal (Canada) anglophones and francophones; "francismes" in Canadian usage; English borrowing in Cajun French; computerized content analysis of English loan words in Canadian French; bilingual code-switching in an Armenian/French contact situation; Amerindianisms in Canadian French; phonemic preservation in the adaptation of loan words; English phonemes in Quebec (Canada) French; pronunciation of English loan words in Quebec French, particularly among anglophones; phonology and morphology in French loans to Kinyarwanda; phenomena related to new technical terms before they appear in the dictionary; criteria for selection of terms for a bilingual dictionary; inventory of food-related vocabulary; adaptation of French children's dictionaries for use in Quebec; and characteristics of sociopolitical vocabulary in Quebec. Each chapter contains references. (MSE)

ED 408 847 FL 024 605

Handbook on Planning for Limited English Proficient (LEP) Students' Success.
PUB DATE- Mar 97
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Accreditation (Institutions); *Compliance (Legal); Educational Planning; Elementary Secondary Education; *English (Second Language); Federal Regulation; Gifted; Inservice Teacher Education; Language Role; Legal

ED 408 865 FL 801 169

J¥rm , Pa¥l
"The C¥::::Λng Edge," El Pa:: C mm¥nΛ::Q C llege':: W rkplace
Ed¥ca::Λ n Pr gram. FΛnal E al¥a::Λ n Rep r:: f r the 1993-1995
CQcle.
PUB DATE- 25 A¥g 95
NOTE- 31p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 Pl¥:: P ::::age.
PUB TYPE- Rep r:::: - E al¥a::Λ e/Fea::ΛbΛlΛ::Q (142)
DESCRIPTORS- Ad¥l:: Ed¥ca::Λ n; C llege O¥::c me:: A::::e::::men::;
C mm¥nΛ::Q C llege::; C pera::Λ n; C¥rrΛc¥l¥m De::Λgn; *EnglΛ::h
(Sec nd Lang¥age); Federal AΛd; Inplan:: Pr gram::; *LΛ::eracQ
Ed¥ca::Λ n; OrganΛΛa::Λ nal C mm¥nΛca::Λ n; *O¥::c me:: f
Ed¥ca::Λ n; Pr gram De::Λgn; Pr gram Effec::Λ ene::::; Pr gram
E al¥a::Λ n; *Sch l B¥::Λne:::: Rela::Λ n::hΛp; Sec nd Lang¥age
Pr gram::; S::aff De el pmen::; T Year C llege::; *V ca::Λ nal
EnglΛ::h (Sec nd Lang¥age); *W rkplace LΛ::eracQ
IDENTIFIERS- El Pa:: C mm¥nΛ::Q C llege TX

The rep r:: s¥mmarΛΛe:: re::¥l:::: f an e al¥a::Λ n f "The C¥::::Λng Edge," a rkplace ed¥ca::Λ n pr gram pera::ed bQ El Pa:: C mm¥nΛ::Q C llege (Te¤a::) Λ::h f¥ndΛng fr m the Na::Λ nal W rkplace LΛ::eracQ Pr gram. The pr jec:: had t maΛn g al::: t fΛeld te:::: and refΛne c¥rrΛc¥la a:: a n¥mber f rkplace sΛ::e::, and t prepare pr d¥c:::: and ser Λce:: and mechanΛ::m:: f r dΛ::::emΛna::Λng them. AchΛe emen:::: incl¥ded: fΛeld te::::Λng tha:: reached 72 percen:: f learner:: called f r, de::pΛ::e se eral unf re::een b::::acle::, and prepara::Λ n and dΛ::::emΛna::Λ n f 144 h ¥r:: f ba::Λc skΛll:: learnΛng m d¥le::, 144 h ¥r:: f c mm¥nΛca::Λ n m d¥le::, 15 h ¥r:: f ma::h m d¥le::, and 6 teacher traΛnΛng vΛde ::ape::. The rep r:: al:: de::crΛbe:: keQ pr gram c mp nen::::, incl¥dΛng c¥rrΛc¥la, mechanΛ::m:: t facΛlΛ::a::e c mm¥nΛca::Λ n Λ::h par::ner::, c rdΛna::Λ n f pr gram c mp nen::::, a::::e::::men:: mechanΛ::m:: tha:: empha::ΛΛe dΛal g¥e be:: een par::ner::, s::aff de el pmen:: prac::Λce::, and dΛ::::emΛna::Λ n eff r::::. (MSE) (Adj¥nc:: ERIC ClearΛngh ¥::e n LΛ::eracQ Ed¥ca::Λ n)

ED 408 866 FL 801 170

NCLE N ::e::: Ne ::le::::er f the Na::Λ nal ClearΛngh ¥::e f r ESL
LΛ::eracQ Ed¥ca::Λ n, V l. 6.
SPONS. AGENCY- OffΛce f Ed¥ca::Λ nal Re::earch and Impr emen::
(ED), Wa::hΛng:: n, DC.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P ::::age.
PUB TYPE- C llec::ed W rk:: - SerΛal:: (022)
DESCRIPTORS- *Acc¥l::¥ra::Λ n; Ad¥l:: Ed¥ca::Λ n; *CΛ::ΛΛen::hΛp
Ed¥ca::Λ n; Ed¥ca::Λ nal Re:: ¥rce::; *EnglΛ::h (Sec nd Lang¥age);
In::::r¥c::Λ nal Ma::erΛal::; *Lang¥age A::::Λ::¥de::; *LΛ::eracQ;
*LΛ::eracQ Ed¥ca::Λ n; Sec nd Lang¥age LearnΛng; Te::::b k::;
VΛde ::ape Rec rdΛng::; W rld WΛde Web

The t i::::¥e:: f the ne::::le::::er c n::aΛn three maΛn ar::Λcle::. "MQ::h:: and RealΛ::Λe:: Ab ¥:: US LΛ::eracQ" (e¤cerp::ed fr m a b k bQ Terrence G. WΛleQ) e¤amΛne:: and ref¥::e:: t c mm n mQ::h:: ab ¥:: lΛ::eracQ and lang¥age dΛ er::Λ::Q: (1) tha:: EnglΛ::h lΛ::eracQ i:: the nlQ lΛ::eracQ r::h n ::Λng, and (2) tha:: lang¥age mΛn rΛ::Λe:: t daQ are n :: a:: eager t learn EnglΛ::h and a::::ΛmΛla::e a:: prΛ r genera::Λ n:: ere. "CΛ::ΛΛen::hΛp Ed¥ca::Λ n Re:: ¥rce:: f r Ad¥l:: ESL In::::r¥c:: r::" cΛ::e:: in::::r¥c::Λ nal and were reviewed, and an approach to public policy was proposed that shifts the focus from labor-intensive economic growth to sustainable livelihood-intensive economic change by including explicit consideration for the following in all economic policy decisions: natural resources, redistribution, prices, health, abolishment of restrictions, and safety nets. A working definition of the term "sustainable livelihood" was proposed that integrates all economic activities not defined as relevant to employment under the International Labor Organization definition with the social dimensions of sustainability and equity. (Contains 38 endnotes.) (MN)

ED 408 418 CE 073 133

Building the New Workplace for the 21st Century.
PUB DATE- Jun 96
NOTE- 45p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Dislocated Workers; *Education Work Relationship; Educational Assessment; Educational Trends; *Employer Employee Relationship; *Employment Patterns; Employment Projections; Employment Qualifications; Futures (of Society); International Trade; Job Skills; Job Training; Labor Force; *Labor Force Development; Labor Supply; Postsecondary Education; Professional Associations; Secondary Education; Strategic Planning; Vocational Education; *Work Environment
IDENTIFIERS- Downsizing

This serial issue, which is devoted to the challenges that recent changes in the U.S. workplace pose for society and labor-management relations, contains nine papers focusing on the following aspects of building a new workplace for the 21st century: historical and current perspectives; workforce and workplace changes; education and training of the workforce; the effects of dislocation and trade; and predicting what lies ahead. The following papers are included: "Meeting the Challenges Created by New Workplace Changes" (Malcolm R. Lovell, Jr.); "Building the New Workplace for the 21st Century: An Introduction" (James A. Auerbach); "The Evolution of U.S. Labor-Management Relations" (Thomas J. Schneider, John R. Stepp); "Downsizing and Employment Insecurity" (Harry C. Katz); "Skills and the Education Level of U.S. Workers" (Laurie J. Bassi); "School-to-Work Systems: Redesigning U.S. Education for the 21st Century" (J.D. Hoye, Steven Tegger); "Continuing the Search for a 'New Covenant' for America's Dislocated Workers" (Sheldon Friedman, Jane McDonald-Pines); "Implications of the New Employment Systems" (Peter Cappelli); and "New Guidelines for Labor-Management Cooperation" (Allan D. Gilmour). (MN)

ED 408 419 CE 073 588

Carman, Priscilla S.
Professional Development Capacity Building in Pennsylvania's Regional Staff Development Program: The "WorkNet" Project. Final Report and WorkNet Workplace Literacy Trainer's Guide.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

apparently normal everyday experience. The current perspective on stress and stress management are described, the evidence for the effects of stress is considered, and approaches to its management are summarized. Examples of good and bad stress management practice are highlighted and a process framework for intervention is proposed. Chapters 4-5 look at the principles of good practice in stress management that can be extrapolated from both academic research and eight case study organizations participating in the project. A framework for intervention is proposed, supported by examples of good practice in organizational settings. Five key elements of good practice are identified: assessment and diagnosis, solution generation, implementation, evaluation, and ongoing monitoring and feedback. In the second section, the case studies are presented. Identified as cases where methodologically sound evaluation had highlighted good practice, these cases represent a realistic picture of the wide range of intervention in place in organizations today. (Contains 117 references.) (YLB)

ED 408 438 CE 074 221

Anderson-Harper, Heidi M.; And Others
Curricular Development in Health Professions: Understanding Our Basic Assumptions.
PUB DATE- Mar 97
NOTE- 15p.; Roundtable presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Allied Health Occupations Education; *Concept Formation; *Curriculum Development; *Educational Development; Higher Education; *Pharmaceutical Education; Pharmacists; Pharmacology; Postsecondary Education; Teaching Methods
IDENTIFIERS- *World Views

A study analyzed documents developed through major studies, commissions, and research efforts in pharmacy education to determine the conceptual frameworks upon which health profession education programs are built. Researchers conducted a content analysis of each document by organizing the sentences, words, and phrases contained in separate units of information. Data for each document were grouped into three world view categories--technical, practical, or emancipatory--based on Habermas' work of knowledge-constitutive interests and Grundy's application of these ideas to curriculum as guides for dealing with instruction and teaching. Each study was classified as having a major, minor, and/or implied conceptual orientation based upon the quantity of data in each world view category, tone and metaphors identified, and recommendations proposed. Findings suggested that each world view had been incorporated into these studies with varying degrees of emphasis and clarity. The trend was to challenge educators to shift the curriculum from a purely technical focus to a practical perspective. A subset of recommendations encouraged inclusion of the emancipatory view. Movement had been made toward more field-based instruction and application of knowledge, but the major model for pharmacy education remained technical and involved classroom lectures with the teacher as the dispenser of knowledge and the student as receiver. (Appendixes include three tables and a description of the metaphors derived from the studies/commissions.) (YLB)

Per:: nnel; M del::; P p¥lar Ed¥ca::Λ n; *Pr gram De::Λgn; Pr gram E al¥a::Λ n; Pr gram Implemen::a::Λ n; *SQ::::em:: Appr ach; Teacher Impr emen::; Teacher R le; Teacher S::¥den:: Rela::Λ n::hΛp; TeachΛng S::Qle::; T¥:: rΛng
IDENTIFIERS- ip; TeachΛng S::Qle::; T¥:: rΛng
ThΛ:: b k, hΛch i:: in::ended prΛmarΛlQ f r specΛalΛ:::: in the fΛeld f ad¥l:: ed¥ca::Λ n (AE) h Λ::h t impr e theΛr perf rmance, pre::en:::: a sQ::::ema::Λc plan f r de::ΛgnΛng, e::::ablΛ::hΛng, and e al¥a::Λng s¥cce::::f¥l pr gram:: f r ad¥l:: learner::. The f ll Λng t pΛc:: are am ng th ::e dΛ::c¥::::ed in the b k'::: sΛ:: chap::er::: cred :: and sQ::::em:: (gr ::h f sQ::::ema::Λc th ¥gh:: in AE; cred ::; sQ::::em:: ba::ed n the th ¥gh:::: f De eQ, TQler, and Le Λn; sQ::::em:: ba::ed n c mm¥nΛ::Q de el pmen::; sQ::::em:: analQ::Λ:: sQ::::em::; andrag gQ; appr prΛa::e/Λnappr prΛa::e sQ::::em::); a t -par:: f¥ndamen::al sQ::::em and i:::: u::e; fΛ e ad¥l:: learnΛng sΛ::¥a::Λ n:: and u::e f the m del sQ::::em in each (learnΛng am ng de::::Λ::¥::e per:: n::, r¥ral ed¥ca::Λ n, pre ca::Λ nal academΛc in::::r¥c::Λ n in the ΛrmQ, c mm¥nΛ::Q impr emen:: pr gram::, ed¥ca::Λ n f r heal::h); ca::eg rΛe:: f ed¥ca::Λ nal sΛ::¥a::Λ n:: (Λndependen:: s::¥dQ; t¥:: rΛal teachΛng; learnΛng gr ¥p; teacher-dΛrec::ed gr ¥p in::::r¥c::Λ n; c llab ra::Λ e gr ¥p in::::r¥c::Λ n; in::::Λ::¥::Λ n::, a:::: cΛa::Λ n::, and rganΛΛa::Λ n::; crea::Λng an ed¥ca::Λ nal in::::Λ::¥::Λ n; de::ΛgnΛng a ne in::::Λ::¥::Λ nal f rma::; de::ΛgnΛng ne ac::Λ Λ::Λe:: in e::::ablΛ::hed f rma::::; c llab ra::Λ e in::::Λ::¥::Λ nal plannΛng; ma:::: ed¥ca::Λ n); de el pmen:: f pr gram de::Λgn (Λden::ΛfQΛng p ::::Λble ed¥ca::Λ nal ac::Λ Λ::Q, iden::ΛfQΛng/refΛnΛng bjec::Λ e::, de el pΛng f rma::, p¥::::Λng pr gram:: in:: lΛfe pa::::ern::, p¥::::Λng plan:: in:: effec::, mea::¥rΛng/appraΛ::Λng re::¥l::::, repea::Λng the ed¥ca::Λ nal cQcle); and ma::::erΛng a per:: nal sQ::::em f prac::Λce. C n::aΛn:: 148 reference:: and a gl ::::arQ. (MN)

ED 408 457 CE 074 254

MΛn lΛ, DanΛel
DΛ::::ance LearnΛng Techn l gQ and ApplΛca::Λ n::.
PUB DATE- 96
NOTE- 352p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¥men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010)
DESCRIPTORS- Ad¥l:: Ed¥ca::Λ n; Ca::e S::¥dΛe::; C mp¥::er U::e:: in Ed¥ca::Λ n; C rp ra::e Ed¥ca::Λ n; *DΛ::::ance Ed¥ca::Λ n; Ed¥ca::Λ nal Change; *Ed¥ca::Λ nal Prac::Λce::; *Ed¥ca::Λ nal Techn l gQ; Ed¥ca::Λ nal Tele Λ::Λ n; *Ed¥ca::Λ nal Trend::; Elemen::arQ Sec ndarQ Ed¥ca::Λ n; HΛgher Ed¥ca::Λ n; In::erac::Λ n; In::erne::; J b TraΛnΛng; Open Ed¥ca::Λ n; PrΛ a::e Sec:: r; Re::raΛnΛng; S::a::e Pr gram::; *Techn l gΛcal Ad ancemen::; *Telec mm¥nΛca::Λ n::; Teleph ne In::::r¥c::Λ n; Trend AnalQ::Λ::
IDENTIFIERS- Na::Λ nal Inf rma::Λ n Infra::::r¥c::¥re
ThΛ:: b k i:: in::ended t gΛ e techn l gQ pr Λder:: a be::::er under::::andΛng f the dQnamΛc:: f in::erac::Λ e dΛ::::ance learnΛng (DL). F r techn l gQ c n::¥mer:: i:: pr Λde:: an under::::andΛng f the ba::Λc:: f a aΛlable telec mm¥nΛca::Λ n techn l gΛe:: and the trade ff:: am ng a aΛlable al::erna::Λ e::. Am ng the t pΛc:: dΛ::c¥::::ed in the b k'::: 12 chap::er:: are the f ll Λng: the DL en Λr nmen:: (r le and benefΛ:::: f DL, barrΛer:: t the gr ::h f DL, DL applΛca::Λ n and ne:: rkΛng s l¥::Λ n::); DL need:: f K-12 sch l:: s::¥den:::: and admΛnΛ::::ra:: r::; (re)ed¥ca::Λng the c rp ra::Λ n (c rp ra::e DL challenge:: and applΛca::Λ n/ne:: rkΛng s l¥::Λ n::); DL need:: f unΛ er::Λ::Λe::; s::a::e-ba::ed DL inΛ::Λa::Λ e::; the Na::Λ nal Inf rma::Λ n Infra::::r¥c::¥re (NII) and DL inΛ::Λa::Λ e:: f the federal and s::a::e g ernmen::::; NII and DL inΛ::Λa::Λ e:: f the teleph ne c mpanΛe:: (l cal e::change and

Experience Programs

This guide is designed to provide assistance to businesses and industry when they engage in work-based learning programs, especially those targeted toward high school students. It is intended as a source of information regarding the basic provisions of child labor, safety and health, and liability. The guide identifies potential problems and provides businesses and industry with guidelines, resources, and next steps for developing solutions. It discusses why youth should be engaged in work-based learning. Then the guide describes what work-based learning is. It provides program models and outlines the role of youth at the worksite. Separate charts list unpaid roles (not considered employees) and paid roles (considered employees) with corresponding definitions and program examples. Three primary areas of potential risks involved with the participation of youth in the workplace are discussed: regulatory compliance, injuries to participants, and participant negligence. The final section focuses on managing risks through a risk management plan. It covers risk control guidelines, risk management plan components, risk financing guidelines, insurance coverage, and liability shields. Contains 14 references. (YLB)

ED 408 476 CE 074 277

Navigating the Transition from School to Work: A Briefing Paper.
PUB DATE- Dec 95
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Planning; *Coordination; *Education Work Relationship; *Educational Legislation; *Educational Planning; Federal Legislation; Federal State Relationship; Secondary Education; State Legislation; State Programs; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Michigan

This briefing paper offers information to continue the process of creating linkages among the many stakeholders interested in helping adolescents successfully move into adult work roles. An introduction discusses some broad policy issues such as creating seamlessness through reducing the confusion caused by a lack of coordination and strengthening the linkages with employers. Chapter 1 reviews current initiatives at state and federal levels to develop school-to-work (STW) projects: quality amendments to Public Act 25; School-to-Work Opportunities Act (STWOA) 1994; Goals 2000: Educate America Act; Perkins Vocational and Applied Technology Act; Elementary and Secondary Education Act; and Michigan's STW initiative. Chapter 2 discusses program options in STW according to their functional area: school-based, work-based, or connecting activities. Chapter 3 focuses on evaluating the new roles to be played by the involved parties under the evolving STW regime. Chapter 4 discusses the issues of accountability and access, the general program requirements for which the STWOA describes while leaving the specifics of development and integration with other programs up to the individual states. It covers access for special populations, standards, skills certificates, assessments, and funding. Chapter 5 offers suggestions for integration of STW with other efforts, STW programming, accountability, and funding. Appendixes include models for Michigan, online resources, and 62 references. (YLB)

ED 408 477 CE 074 279

*W rk E¤hΛc

ThΛ¤ ann ¤a¤ed bΛblΛ graphQ lΛ¤¤¤ 148 fΛc¤Λ n and n nfΛc¤Λ n b k¤ f r thΛrd-grade reader¤ f varΛed readΛng le el¤. ManQ f the b k¤, h e er, are s¥Λ¤able f r a Λde varΛe¤Q f age¤, and manQ pΛc¥¥re b k¤ are al¤ incl¥ded. The bΛblΛ graphQ c n¤aΛn¤ sh r¤ chap¤er b k¤, n el¤ f r thΛrd-grade reader¤ bQ p p¥lar a¥¤h r¤ s¥ch a¤ Be erlQ ClearQ and La¥ra Ingall¤ WΛlder, and se eral lder cla¤¤Λc¤. ManQ f rm¤ f rk are repre¤en¤ed in the b k¤, and manQ tQpe¤ f rker¤ and dΛfferen¤ j b¤ are depΛc¤ed. A lΛ¤era¤¥re re Λe precedΛng the bΛblΛ graphQ dΛ¤c¥¤¤e¤ manQ f the b k¤ lΛ¤¤ed, a¤ ell a¤ the r le f rk in ed¥ca¤Λ n and the imp r¤ance f career ed¥ca¤Λ n a¤ i¤ rela¤e¤ t chΛldren'¤ lΛ¤era¤¥re. C n¤aΛn¤ 11 reference¤. (KC)

ED 408 497 CE 074 321

F¥¤ch, Gene E.

Gran¤ WrΛ¤er¤ Pr p ¤al G¥Λde.

PUB DATE- 95

NOTE- 18p.

LANGUAGE- EnglΛ¤h

EDRS PrΛce- MF01/PC01 Pl¥¤ P ¤¤age.

PUB TYPE- G¥Λde¤/Me¤h d¤/TechnΛq¥e¤ (F r Prac¤Λ¤Λ ner¤) - N n-Cla¤¤r m U¤e (F r AdmΛnΛ¤¤ra¤Λ e and S¥pp r¤ S¤aff, and f r Teacher¤, Paren¤¤, ClergQ, e¤c. in N n-Cla¤¤r m sΛ¤¥a¤Λ n¤) (055)

DESCRIPTORS- Elemen¤arQ Sec ndarQ Ed¥ca¤Λ n; *Gran¤¤; *Gran¤¤man¤hΛp; *Pr gram Pr p ¤al¤; *Pr p ¤al WrΛ¤Λng; TechnΛcal Ed¥ca¤Λ n; T Year C llege¤; *V ca¤Λ nal Ed¥ca¤Λ n

ThΛ¤ paper, in¤ended f r teacher¤ and admΛnΛ¤¤ra¤ r¤ f K-12 and t -Qear c llege v ca¤Λ nal ed¥ca¤Λ n pr gram¤, pr Λde¤ in¤¤r¥c¤Λ n¤ f r rΛ¤Λng gran¤ pr p ¤al¤. TakΛng the reader thr ¥gh the pr p ¤al fr m s¤ar¤ t fΛnΛ¤h, Λ¤ ¥¤lΛne¤ the c n¤en¤¤ and req¥Λremen¤¤ in a gran¤ pr p ¤al. T pΛc¤ c ered incl¥de the gran¤ pr jec¤, laQ ¥¤, c n¤en¤¤ f a gran¤ pr p ¤al, pr jec¤ ab¤¤rac¤, applΛca¤Λ n f r a¤¤Λ¤¤ance, b¥dge¤ inf rma¤Λ n, b¥dge¤ narra¤Λ e, pr gram narra¤Λ e, addΛ¤Λ nal a¤¤¥rance¤ and cer¤ΛfΛca¤e¤, and appendΛ¤. E¤ample¤ f manQ f the¤e par¤¤ f a gran¤ pr p ¤al are pr Λded and crΛ¤Λq¥ed. C n¤aΛn¤ 24 reference¤. (KC)

ED 408 498 CE 074 322

F¥¤ch, Gene E.

PhΛl ¤ phQ f V ca¤Λ nal Ed¥ca¤Λ n.

PUB DATE- 97

NOTE- 8p.

LANGUAGE- EnglΛ¤h

EDRS PrΛce- MF01/PC01 Pl¥¤ P ¤¤age.

PUB TYPE- OpΛnΛ n¤/Per¤ nal VΛe p Λn¤¤/P ¤Λ¤Λ n Paper¤/E¤¤aQ¤ (120)

DESCRIPTORS- C n¤Λn¥Λng Ed¥ca¤Λ n; DΛ¤abΛlΛ¤Λe¤; DΛ¤ad an¤aged; *Ed¥ca¤Λ nal FΛnance; Ed¥ca¤Λ nal Need¤; *Ed¥ca¤Λ nal PhΛl ¤ phQ; Empl Qer A¤¤Λ¤¥de¤; *G ernmen¤ R le; *J b TraΛnΛng; LΛfel ng LearnΛng; P ¤¤¤ec ndarQ Ed¥ca¤Λ n; Pr gram C ¤¤¤; *Re¤raΛnΛng; Sec ndarQ Ed¥ca¤Λ n; Small B¥¤Λne¤¤e¤; *V ca¤Λ nal Ed¥ca¤Λ n

In the increa¤ΛnglQ techn l gΛcal rld, i¤ i¤ impera¤Λ e tha¤ rker¤ receΛ e traΛnΛng f r the j b¤ f t daQ and re¤raΛnΛng f r the j b¤ f the f¥¤¥re. I¤ ha¤ been pr p ¤ed tha¤ b¥¤Λne¤¤e¤ pr Λde all f thΛ¤ traΛnΛng, beca¥¤e b¥¤Λne¤¤e¤ benefΛ¤ fr m ha Λng hΛghlQ skΛlled rker¤ and s¥ch a sQ¤¤em mΛgh¤ red¥ce ta¤e¤. ThΛ¤ plan i¤ fla ed, h e er, f r a n¥mber

Modeling (Psychology); Training Methods
IDENTIFIERS- *Counselor Effectiveness; *Multicultural Counseling; Self Talk; Vignettes

Research has shown that modeling is an effective learning technique. Since recent studies have advocated the use of culturally sensitive training videos in the training of student practitioners, counselor trainees were shown counselor-client vignettes to determine whether or not the perceived credibility and cultural competency of the counselor was dependent on the presence of counselor-client self-talk. Graduate students (N=91), enrolled in counseling psychology programs at a major university, participated in the study. Participants were randomly assigned to watch two different vignettes depicting cross-cultural counseling in which the only difference between vignettes was that one set involved counselor and client self-talk while the other set did not. Results indicated that the counselor-client, self-talk condition was not significantly different from the no self-talk condition on two of the three instruments used to measure participant responses. However, a significant interaction effect of vignette type and participant condition was found when examining the results of one measure and may be explained by examining the type of self-talk each therapist used-- one counselor engaged in more negative self-talk than did the other. Some implications for counselor development and student training are offered. Contains 14 references. (RJM)

ED 408 517 CG 027 752

Schutter, Joneen; Reuter, Jeanette
Feasibility of an Infant Developmental Screening Using Mothers' Reports.
PUB DATE- 9 Aug 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Child Health; Community Services; Counseling Techniques; *Early Identification; *Early Intervention; Infants; *Mothers; Parent Child Relationship; Parent Counseling; Parent Education; *Screening Tests

An individualized infant screening/parent education program using the Kent Infant Development (KID) Scale to identify infants at risk for developmental delay and to provide parent education and counseling about infant behavioral development is examined here. The screening was integrated into established community agencies, utilizing current agency staff. A 3-hour training module, outlining administration and interpretation procedures, was offered to 12 early intervention specialists from 10 area community agencies. The counselors recruited 46 mothers of infants to complete a KID Scale. Mothers then received feedback on the developmental status of their infants, as well as counseling on how to relate to their infants in the near future. Results indicate that 4 of the screened infants were experiencing developmental difficulties and that 36 of the mothers benefited from talking about their child's development. All mothers and agency personnel assessed their satisfaction with the screening program. Findings show that existing personnel in a variety of community agency settings can be trained to counsel mothers about their infant's development. (RJM) consideration of EI is the confusion between the terms "feelings" and "emotions." Differences between the two are examined and a working definition of feelings is offered. To further refine the concept of EI, the Style in the Perception of Affect Scale was developed to measure skills in the integrated, rapid, and effortless awareness of changes in body feelings that constitute the prompts for emotions. Accurate and rapid awareness of the feelings, it is suggested, allows for accurate and rapid emotional and behavioral responses. Without this skill, responses tend to be delayed and inappropriate. Analysis shows that this style of perceiving feelings correlates highly with mental health, contentment, creativity, and personal warmth. It is theorized that this style, by utilizing the subject's feeling awareness of the subtleties in the communications and responses of other persons, is the foundation for empathy and social intelligence, which are qualities often grouped with EI. It is further suggested that this skill in rapid attention to changing bodily feelings may promote self-healing. (RJM)

ED 408 536 CG 027 805

Gassin, Elizabeth A.
Receiving Forgiveness as an Exercise in Moral Education.
PUB DATE- Mar 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Counseling Psychology; Emotional Response; Higher Education; *Interpersonal Relationship; *Moral Values; *Psychological Needs; *Self Esteem; *Sex Differences
IDENTIFIERS- *Forgiveness; *Moral Behavior; Moral Orientation

Research on interpersonal forgiveness has blossomed in counseling and moral education. The impact of receiving interpersonal forgiveness from another--the forswearing of revenge and resentment toward a person who has hurt us--is examined here. Most theory and research in developmental, counseling, and educational psychology suggest that the experience of receiving forgiveness should have positive benefits, while research in the related area of social psychology tempers such optimism. To test the effects of forgiveness, 205 college students from a small, church-affiliated four-year liberal arts college completed instruments that measured forgiveness, self-esteem, social desirability, and religious style. Results indicate that correlations between forgiveness outcomes and demographic variables were weak. The most interesting correlation between forgiveness outcomes and relationship variables involved the perceived quality of forgiveness offered, the nature of the relationship before the offense, and the degree of pain caused, suggesting that offering forgiveness in a manner that is loving and uncoercive is important if one wants to induce positive change in the offender and the relationship. Interpersonal mercy appears to be multi-dimensional; gender differences on the impact of receiving forgiveness are discussed. (RJM)

ED 408 537 CG 027 806

Taylor, Ella L.; Rosselli, Hilda
The Effect of a Single Gender Leadership Program on Young Women.
PUB DATE- Mar 97

assessed. The survey results are reported here. Surveys were administered to a random sample of students (N=7,415). Findings indicate that drug and alcohol use are on the rise among the state's students and that a substantial proportion of youth are engaging in anti-social and unsafe behavior. Alcohol remained the number one drug of choice for students at all four grade levels; cigarette smoking ranked second in popularity. Since 1994, marijuana use has nearly tripled among sixth graders and its usage has increased at other grade levels also. Anti-social behaviors were on the upswing with one out of four students in grades 6 and 8 admitting involvement in at least one physical fight on school property during the 12 months prior to the survey. Nearly 1 in 10 students reported being threatened or injured with a weapon on school property in the last year. (RJM)

ED 408 555 CG 027 907

The Counselor's Handbook for High Schools, 1997-98.
PUB DATE- 96
NOTE- 102p.; For 1996-97 version, see ED 401 518.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Bound Students; *Financial Aid Applicants; Financial Support; Grants; High School Students; High Schools; Higher Education; *Paying for College; *Pupil Personnel Services; School Counseling; School Counselors; *Student Financial Aid; Student Loan Programs

Many high school students are not aware that they may be eligible for college financial aid. The primary purpose of this book is to help high school guidance counselors advise students about financial aid for postsecondary education. The text is divided into three parts. Part 1 offers general information about postsecondary opportunities and explores sources of aid, general eligibility requirements for student aid, ways to demonstrate need, and tips on choosing a school carefully. Part 2 covers the application process for financial aid in detail. It addresses such concerns as the federal role in application processing, applying for aid, submitting an initial application, processing the application, reviewing the aid report, making changes to the aid application, and filing an application, and 1997-98 application deadlines. Part 3 gives step-by-step instructions for filling out the application for federal student aid. It offers insights on each section of the form, explaining such topics as education background, future plans, student status, household information, asset information, and releases and signatures. Special sections on getting disadvantaged students into college, sources of additional information, and a directory of state agencies responsible for administering student grants are provided at the back. (RJM)

ED 408 556 CG 028 012

Nolan, Mary J.; And Others
Students' Reports of Availability, Peer Approval and Use of Alcohol, Marijuana, and Other Drugs at School: 1993. Statistics in Brief.
PUB DATE- Jun 97
NOTE- 13p.; NCES-97-279
LANGUAGE- English

e¤perΛence Λ∷h the alphabe∷ c n∷rΛbꝞ∷e∷ t the∷e dΛffΛcꝞl∷Λe∷ a∷ ell a∷ lΛmΛ∷ed paren∷ sꝞpp r∷. Gr Λng cla∷∷ sΛΛe and the increa∷Λng nꝞmber f s∷Ꝟden∷∷ Λ∷h lΛ∷∷le EnglΛ∷h langꝞage e¤perΛence al∷ affec∷∷ thΛ∷ pr blem. A re ΛeÑ f s lꝞ∷Λ n s∷ra∷egΛe∷ sꝞgge∷∷ed bQ kn ledgeable ∷her∷, al ng Λ∷h an analQ∷Λ∷ f the pr blem se∷∷Λng, led t the selec∷Λ n f t teachΛng s∷ra∷egΛe∷: the SꝞnf rm Alphabe∷ SQ∷∷em and ∷her sꝞpp r∷Λng alphabe∷ ac∷Λ Λ∷Λe∷. The∷e t in∷er en∷Λ n∷ ere selec∷ed becaꝞ∷e f theΛr appeal t all kΛnd∷ f learnΛng s∷Qle∷. P ∷∷ in∷er en∷Λ n da∷a indΛca∷ed an increa∷e in s∷Ꝟden∷ kn ledge f alphabe∷ rec gnΛ∷Λ n skΛll∷. The SꝞnf rm Alphabe∷ SQ∷∷em al ng Λ∷h addΛ∷Λ nal alphabe∷ ac∷Λ Λ∷Λe∷ helped t increa∷e bQ 18% the nꝞmber f s∷Ꝟden∷∷ h rec gnΛΛed 17 r m re le∷∷er∷. Re∷Ꝟl∷∷ al∷ indΛc∷ed tha∷ th ∷e chΛldren h par∷ΛcΛpa∷ed n a daΛlQ ba∷Λ∷, and the s∷Ꝟden∷∷ h dΛd n ∷ c n∷Λ∷∷en∷lQ par∷ΛcΛpa∷e c n∷ΛnꝞed t beha e in tha∷ manner. The chΛldren h dΛd n ∷ par∷ΛcΛpa∷e c n∷Λ∷∷en∷lQ began t d s m re f∷en t ard the end f the re∷earch. (C n∷aΛn∷ 34 reference∷, 1 table and 2 fΛgꝞre∷ f da∷a; appendΛ¤e∷ c n∷aΛn 2 a∷∷e∷∷men∷ f rm∷.) (AꝞ∷h r/RS)

ED 408 576 CS 215 830

Och∷e, R ger
The Pedag gQ f DΛ∷cl ∷Ꝟre: Cla∷∷ Le∷∷er∷ F ∷∷erΛng Par∷ner∷hΛp∷ be∷ een In∷∷rꝞc∷ r and S∷Ꝟden∷∷.
PUB DATE- 12 Mar 97
NOTE- 11p.; Paper pre∷en∷ed a∷ the AnnꝞal Mee∷Λng f the C nference n C llege C mp ∷Λ∷Λ n and C mmꝞnΛca∷Λ n (48∷h, Ph enΛ¤, AZ, March 12-15, 1997).
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 PlꝞ∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - De∷crΛp∷Λ e (Pr gram/Pr jec∷ De∷crΛp∷Λ n∷) (141),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- *AꝞdΛence A arene∷∷; *Cla∷∷ Ac∷Λ Λ∷Λe∷; Cla∷∷r m TechnΛqꝞe∷; HΛgher EdꝞca∷Λ n; In∷∷rꝞc∷Λ nal Effec∷Λ ene∷∷; *Le∷∷er∷ (C rre∷p ndence); *Self DΛ∷cl ∷Ꝟre (IndΛ ΛdꝞal∷); S∷Ꝟden∷ Par∷ΛcΛpa∷Λ n; *Teacher S∷Ꝟden∷ Rela∷Λ n∷hΛp; UndergradꝞa∷e S∷Ꝟden∷∷; WrΛ∷Λng Apprehen∷Λ n; WrΛ∷Λng A∷∷Λgnmen∷∷; WrΛ∷Λng In∷∷rꝞc∷Λ n
IDENTIFIERS- *DΛ∷c Ꝟr∷e C mmꝞnΛ∷Λe∷

BegΛnnΛng c llege rΛ∷er∷ f∷en appr ach the rΛ∷Λng cla∷∷r m Λ∷h a∷∷Λ∷Ꝟde∷ f fear and alΛena∷Λ n. F ∷∷erΛng par∷ner∷hΛp∷ be∷ een in∷∷rꝞc∷ r and s∷Ꝟden∷∷ all ∷ the∷e rΛ∷er∷ t e∷∷end theΛr prΛ a∷e sel e∷, affΛrm theΛr iden∷Λ∷Λe∷, and c nnec∷ t larger aꝞdΛence∷. Le∷∷er rΛ∷Λng can help e∷∷ablΛ∷h an aꝞ∷hen∷Λc c nnec∷Λ n be∷ een in∷∷rꝞc∷ r and s∷Ꝟden∷, here the in∷∷rꝞc∷ r can ser e a∷ a medΛa∷Λng aꝞdΛence thr Ꝟgh hΛch s∷Ꝟden∷∷ can te∷∷ theΛr aꝞ∷h rΛ∷Q and neg ∷Λa∷e theΛr ∷herne∷∷. S∷Ꝟden∷∷ can al∷ rela∷e t each ∷her in c pera∷Λ e and n nc mpe∷Λ∷Λ e aQ∷ a∷ rΛ∷er∷ in a rΛ∷Λng c mmꝞnΛ∷Q. I∷ i∷ the pedag gQ f dΛ∷cl ∷Ꝟre, thr Ꝟgh the in∷er enΛng and enf ldΛng u∷e f the cla∷∷ le∷∷er, tha∷ can brΛng s∷Ꝟden∷∷ in∷ the c mmꝞnΛ∷Q f rΛ∷er∷--∷akΛng them a aQ fr m rΛ∷Λng a∷ alΛena∷Λng rk and in∷ a rld f mꝞ∷Ꝟal re∷pec∷ and sꝞpp r∷. A∷ a m ∷Λ a∷Λng vehΛcle, cla∷∷ le∷∷er∷ can enc Ꝟrage a clΛma∷e f incremen∷al rΛ∷k here the self i∷ re ealed b ∷h t the reader and the rΛ∷er. In the en∷ꝞΛng pr ce∷∷ f valΛda∷Λ n, s∷Ꝟden∷∷ gaΛn aꝞ∷h rΛ∷Q er theΛr rΛ∷Λng, a me∷h d l gQ tha∷ e∷∷end∷ t theΛr m re f rmal a∷∷Λgnmen∷∷. (AꝞ∷h r/CR)

ED 408 577 CS 215 839

apprehen¤Λ n and belΛef¤ ab ꝟ¤ the r le and re¤p n¤ΛbΛlΛ¤Q f all teacher¤ in teachΛng rΛ¤Λng. In addΛ¤Λ n, 60 teacher edꝟca¤Λ n s¤ꝟden¤¤ re¤p nded in j ꝟrnal f rm t qꝟe¤¤Λ n¤ ab ꝟ¤ them¤el e¤ a¤ rΛ¤er¤. The re¤p n¤e¤ ere analQΛed f r recꝟrrΛng pa¤¤ern¤ and theme¤. Teacher edꝟca¤Λ n facꝟl¤Q re¤p nded t qꝟe¤¤Λ n¤ rela¤ed t h and t ha¤ e¤¤en¤ the iden¤Λ¤Q f the teacher a¤ a rΛ¤er and a teacher f rΛ¤Λng a¤ trea¤ed in theΛr re¤pec¤Λ e c ꝟr¤e¤ and pr gram¤. Re¤ꝟl¤¤ indΛca¤ed tha¤: (1) fꝟ¤ꝟre teacher¤' feelΛng¤ ab ꝟ¤ rΛ¤Λng ere hea ΛlQ inflꝟenced bQ the na¤ꝟre f the rΛ¤Λng ta¤k and he¤her the rΛ¤Λng a¤ beΛng e alꝟa¤ed; (2) m ¤¤ fꝟ¤ꝟre teacher¤ de¤Λred m re rΛ¤Λng in¤¤rꝟc¤Λ n than theQ receΛ ed; (3) fꝟ¤ꝟre teacher¤ lacked c nfΛdence in e alꝟa¤Λng the rΛ¤Λng f ¤her¤; (4) the iden¤Λ¤Q f the teacher a¤ a rΛ¤er and teacher f rΛ¤Λng a¤ addre¤¤ed mΛnΛmallQ in teacher prepara¤Λ n pr gram¤. Rec mmenda¤Λ n¤ f r impr emen¤ f teacher edꝟca¤Λ n inclꝟde all Λng f r m re s¤ꝟden¤ ch Λce in rΛ¤Λng a¤¤Λgnmen¤¤; ꝟ¤Λng j ꝟrnal¤ e¤¤en¤Λ elQ a¤ t l¤ f r e¤pre¤¤Λ n and reflec¤Λ n; redꝟcΛng rΛ¤Λng apprehen¤Λ n thr ꝟgh pr ce¤¤- rΛen¤ed appr ache¤; and pr ΛdΛng m re traΛnΛng f r teacher edꝟca¤ r¤ in¤ere¤¤ed in de el pΛng the rΛ¤Λng a¤¤Λ¤ꝟde¤ and abΛlΛ¤Λe¤ f theΛr s¤ꝟden¤¤. (C n¤aΛn¤ 96 reference¤ and 5 table¤ f da¤a. Sꝟr eQ in¤¤rꝟmen¤¤ are a¤¤ached.) (Aꝟ¤h r/RS)

ED 408 595 CS 215 874

Herdman, Na¤alΛe K.
C mmꝟnΛ¤Q Te¤¤: Bakh¤Λn in the WrΛ¤Λng Cen¤er.
PUB DATE- Mar 97
NOTE- 12p.; Paper pre¤en¤ed a¤ the Annꝟal Mee¤Λng f the C nference n C llege C mp ¤Λ¤Λ n and C mmꝟnΛca¤Λ n (48¤h, Ph enΛ¤, AZ, March 12-15, 1997).
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01 Plꝟ¤ P ¤¤age. PC N ¤ A aΛlable fr m EDRS.
PUB TYPE- OpΛnΛ n¤/Per¤ nal VΛe¤p Λn¤¤/P ¤Λ¤Λ n Paper¤/E¤¤aQ¤ (120),Speeche¤, C nference Paper¤, "Paper¤ Pre¤en¤ed a¤..." (150)
DESCRIPTORS- E¤hΛc¤; HΛgher Edꝟca¤Λ n; S cΛal Inflꝟence¤; Teacher S¤ꝟden¤ Rela¤Λ n¤hΛp; *Tꝟ¤ rΛng; *WrΛ¤Λng In¤¤rꝟc¤Λ n; *WrΛ¤Λng Lab ra¤ rΛe¤; WrΛ¤Λng Pr ce¤¤e¤
IDENTIFIERS- Bakh¤Λn (MΛkhaΛl); DΛal gΛc C mmꝟnΛca¤Λ n; *Tꝟ¤ r R le

In "DΛ¤c ꝟr¤e in the N el," M. Bakh¤Λn n ¤e¤ tha¤ rΛ¤Λng and speakΛng are b ¤h fꝟndamen¤allQ s cΛal ac¤¤--e erQ ꝟ¤¤erance "e¤Λ¤¤¤ in ¤her pe ple'¤ m ꝟ¤h¤, in ¤her pe ple'¤ c n¤e¤¤¤, ser Λng ¤her pe ple'¤ in¤en¤Λ n¤" ꝟn¤Λl the rΛ¤er/¤peaker Λ¤ able t appr prΛa¤e Λ¤ a¤ her n. A¤ an in¤¤Λ¤ꝟ¤Λ n, the rΛ¤Λng cen¤er enac¤¤ the Bakh¤ΛnΛan n ¤Λ n f dΛal gꝟe thr ꝟgh Λ¤¤ indΛ Λdꝟal ΛΛed appr ach t rΛ¤Λng in¤¤rꝟc¤Λ n. Ye¤ Λ¤ sΛmꝟl¤ane ꝟ¤lQ re¤Λ¤¤¤ a s cΛal vΛe f rΛ¤Λng in Λ¤¤ c n¤¤an¤ c ncern er ꝟph ldΛng a s¤ꝟden¤'¤ ab¤ lꝟ¤e ner¤hΛp f hΛ¤/her te¤¤. E en m re s than rΛ¤Λng in¤¤rꝟc¤ r¤, rΛ¤Λng tꝟ¤ r¤ ha e been faced Λ¤h the e¤hΛcal pr blem f neg ¤Λa¤Λng the b ꝟndarΛe¤ be¤ een "legΛ¤Λma¤e c llab ra¤Λ n" Λ¤h a s¤ꝟden¤ and "ꝟnfaΛr inflꝟence" er tha¤ s¤ꝟden¤'¤ te¤¤. ErrΛng n the sΛde f caꝟ¤Λ n, tꝟ¤ r¤ ha e tQpΛcallQ ad p¤ed a "hand¤ ff" appr ach t tꝟ¤ rΛng bQ refꝟ¤Λng t pr Λde c n¤en¤ inf rma¤Λ n tha¤ dΛd n ¤ rΛgΛna¤e f r the s¤ꝟden¤¤ them¤el e¤. Ye¤ in the Bakh¤ΛnΛan m del, sꝟch dΛ¤¤Λnc¤Λ n¤ am ng s¤ꝟden¤'¤, tꝟ¤ r'¤, and teacher'¤ idea¤ are fallacΛ ꝟ¤ and p ¤¤ΛblQ damagΛng, f r the dΛal gΛc sharΛng f sꝟch idea¤ Λ¤ e¤ac¤lQ ha¤ enable¤ a s¤ꝟden¤ t learn. Thꝟ¤, f cꝟ¤Λng n the aQ¤ in hΛch the Bakh¤ΛnΛan n ¤Λ n f dΛal gꝟe pr blema¤ΛΛe¤ the

ThΛ⁘ gǗΛde t pr dǗcΛng a readable, appealΛng, and in⁘ere⁘⁘Λng sch l ne ⁘le⁘⁘er i⁘ in⁘ended f r teacher⁘, admΛnΛ⁘⁘ra⁘ r⁘, and secre⁘arΛe⁘ h mΛgh⁘ be in⁘ΛmΛda⁘ed and   erñhelmed bQ the ta⁘k f ne ⁘le⁘⁘er pr dǗc⁘Λ n. The gǗΛde ΛlL help sch l pr fe⁘⁘Λ nal⁘ rΛ⁘e, de⁘Λgn, and pr dǗce a sch l ne ⁘le⁘⁘er tha⁘ ΛlL reach t daQ'⁘ bǗ⁘Q and   erc mmΛ⁘⁘ed paren⁘⁘. I⁘ pr Λde⁘ dΛrec⁘Λ n⁘ f r crea⁘Λng a neñ⁘le⁘⁘er fr m s⁘ar⁘ t fΛnΛ⁘h, Λ⁘h l ⁘⁘ f idea⁘ in be⁘ een. In addΛ⁘Λ n, i⁘ inclǗde⁘ a varΛe⁘Q f neñ⁘le⁘⁘er sample⁘, ne ⁘-ga⁘herΛng f rm⁘, and re⁘ Ǘrce⁘ t facΛlΛ⁘a⁘e pr dǗc⁘Λ n ta⁘k⁘. The gǗΛde al⁘ c n⁘Λder⁘ c mm n mΛ⁘⁘ake⁘ made bQ sch l edΛ⁘ r⁘ and the selec⁘Λ n f the be⁘⁘ c mpǗ⁘er s f⁘ are f r ne ⁘le⁘⁘er pr dǗc⁘Λ n. F lL Λng an in⁘r dǗc⁘Λ n, chap⁘er⁘ in the gǗΛde are: BenefΛ⁘⁘ f a Sch l Ne ⁘le⁘⁘er; Ob⁘aΛnΛng Reader⁘hΛp; PlannΛng Y Ǘr Ne ⁘le⁘⁘er; De el pΛng Y Ǘr EdΛ⁘ rΛal; LaQ Ǘ⁘ and De⁘Λgn; PǗ⁘⁘Λng I⁘ ΛlL T ge⁘her; PrΛn⁘Λng Y Ǘr Neñ⁘le⁘⁘er; DΛ⁘⁘rΛbǗ⁘Λ n; and FΛ e Ne ⁘le⁘⁘er Sample⁘. An appendΛ⁘ inclǗde⁘ a re⁘ Ǘrce lΛ⁘⁘, a gl ⁘⁘arQ f term⁘, f rm⁘/flΛer⁘, a re⁘ Ǘrce ca⁘al g, b k rderΛng inf rma⁘Λ n, and cǗ⁘⁘ mΛΛed ser Λce⁘. (NKA)

ED 408 617   CS 215 913

PΛerce, J Qce; And O⁘her⁘
M ⁘Λ a⁘Λng RelǗc⁘an⁘ WrΛ⁘er⁘.
PUB DATE- MaQ 97
NOTE- 74p.; M.A. Pr jec⁘, SaΛn⁘ Xa Λer UnΛ er⁘Λ⁘Q.
LANGUAGE- EnglΛ⁘h
EDRS PrΛce- MF01/PC03 PlǗ⁘ P ⁘⁘age.
PUB TYPE- DΛ⁘⁘er⁘a⁘Λ n⁘/The⁘e⁘ - Ma⁘⁘er The⁘e⁘ (042),Te⁘⁘, QǗe⁘⁘Λ nnaΛre⁘, E alǗa⁘Λ n In⁘⁘rǗmen⁘⁘ (160)
DESCRIPTORS- Ac⁘Λ n Re⁘earch; C pera⁘Λ e LearnΛng; Grade 4; Grade 5; In⁘ermedΛa⁘e Grade⁘; Paren⁘ A⁘⁘Λ⁘Ǘde⁘; *S⁘Ǘden⁘ M ⁘Λ a⁘Λ n; *WrΛ⁘Λng A⁘⁘Λ⁘Ǘde⁘; WrΛ⁘Λng E⁘ercΛ⁘e⁘; *WrΛ⁘Λng Impr emen⁘; *WrΛ⁘Λng In⁘⁘rǗc⁘Λ n; WrΛ⁘Λng Re⁘earch
IDENTIFIERS- IlLΛn Λ⁘ (ChΛcag SǗbǗrb⁘); *RelǗc⁘an⁘ WrΛ⁘er⁘; *WrΛ⁘Λng M ⁘Λ a⁘Λ n

ThΛ⁘ rep r⁘ de⁘crΛbe⁘ a pr gram f r m ⁘Λ a⁘Λng relǗc⁘an⁘ rΛ⁘er⁘. The targe⁘ed p pǗla⁘Λ n c n⁘Λ⁘⁘ed f ne f Ǘr⁘h-grade and f Ǘr fΛf⁘h-grade cla⁘⁘r m⁘ in three elemen⁘arQ sch l⁘. All three sch l⁘ ere l ca⁘ed in the e⁘⁘ern sǗbǗrb⁘ f ChΛcag , IlLΛn Λ⁘. The pr blem⁘ f relǗc⁘an⁘ rΛ⁘er⁘ ere d cǗmen⁘ed Λ⁘h tΛmed rΛ⁘Λng sample⁘, s⁘Ǘden⁘ and paren⁘ sǗr eQ⁘, s⁘andardΛΛed te⁘⁘ sc re⁘, and teacher b⁘er a⁘Λ n⁘. AnalQ⁘Λ⁘ f pr bable caǗ⁘e da⁘a indΛca⁘ed tha⁘ relǗc⁘an⁘ rΛ⁘er⁘ e⁘perΛence dΛffΛcǗl⁘Λe⁘ dǗe t the f lL Λng fac⁘ r⁘: spellΛng and hand rΛ⁘Λng pr blem⁘; p r mechanΛcal skΛlL⁘; lack f m ⁘Λ a⁘Λ n; pre Λ Ǘ⁘ rΛ⁘Λng faΛlǗre; r a fear f e⁘p ⁘Λng theΛr feelΛng⁘. IndΛca⁘Λ n⁘ are tha⁘ s me s⁘Ǘden⁘⁘ ha e a c n Λc⁘Λ n tha⁘ rΛ⁘Λng i⁘ a mQ⁘⁘erQ; i⁘ i⁘ lΛke a secre⁘ tha⁘ i⁘ ne er re ealed t them. Theref re, theQ   Ǘld ra⁘her gΛ e up than rΛ⁘k faΛlǗre. A re Λe   f s lǗ⁘Λ n s⁘ra⁘egΛe⁘ sǗgge⁘⁘ed bQ kn ledgeable ⁘her⁘, c mbΛned Λ⁘h an analQ⁘Λ⁘ f the pr blem se⁘⁘Λng, re⁘Ǘl⁘ed in the de el pmen⁘ f a rΛ⁘Λng pr gram tha⁘ enc mpa⁘⁘ed a varΛe⁘Q f aǗ⁘hen⁘Λc rΛ⁘Λng e⁘perΛence⁘. S⁘Ǘden⁘ rΛ⁘Λng a⁘ d cǗmen⁘ed in indΛ ΛdǗal p r⁘f lΛ ⁘. C pera⁘Λ e rΛ⁘Λng ac⁘Λ Λ⁘Λe⁘ ere u⁘ed t increa⁘e pr dǗc⁘Λ n, skΛlL⁘, m ⁘Λ a⁘Λ n and c nfΛdence in rΛ⁘Λng. P ⁘⁘-Λn⁘er en⁘Λ n da⁘a indΛca⁘ed an increa⁘e in p ⁘Λ⁘Λ e a⁘⁘Λ⁘Ǘde⁘ t ard⁘ rΛ⁘Λng, increa⁘ed s⁘Ǘden⁘ m ⁘Λ a⁘Λ n, and c nfΛdence in rΛ⁘Λng. The⁘e beha Λ r⁘ ere b⁘er ed bQ the re⁘earcher⁘, paren⁘⁘, and the s⁘Ǘden⁘⁘; the a⁘⁘Λ⁘Ǘde⁘ ere e⁘pre⁘⁘ed thr Ǘgh sǗr eQ⁘ and en⁘hǗ⁘Λa⁘m in daΛlQ   rk. (C n⁘aΛn⁘ 16 reference⁘, and 1 table and 2 fΛgǗre⁘ f da⁘a; appendΛ⁘e⁘ c n⁘aΛn sǗr eQ in⁘⁘rǗmen⁘⁘, themes of answers, results indicated that 3 dimensions of difficulties subjects encountered were: lack of language proficiency; a deficiency in cultural awareness; and academic achievement. Findings suggest that, for the latter, differences in Chinese teaching and learning styles, with which they were accustomed, and American ones produced difficulties. Also the lack of experience in handling the American University environment was a problem. Suggestions for future research include finding the relationship between these 3 dimensions and examining the strategies Mainland Chinese students use to cope with problems in intercultural adjustment. (Contains 29 references.) (Author/CR)

ED 408 636 CS 509 530

Chen, Guo-Ming
The Impact of TV Viewing Motivations on Psychological and Sociocultural Adjustments.
PUB DATE- May 97
NOTE- 11p.; Paper presented at the Annual Meeting of the International Communication Association (Montreal, Quebec, Canada, May 22-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Foreign Students; Higher Education; *Mass Media Role; *Social Adjustment; *Student Motivation; Television Research; *Television Viewing
IDENTIFIERS- *Cultural Adjustment; New England; Students as Subjects

A study examined the impact of TV viewing motivations on 126 Asian students' psychological and sociocultural adjustments. Subjects were enrolled in a midsize university in the New England area. TV viewing motivation was measured by A. M. Rubin's TV Viewing Motivations Scale. Psychological adjustment was measured by W. Zung's Self Rating Depression Scale, D. Russell, L. Replau, and C. Cutrona's Loneliness Scale, and B. Rohrlich and J. Martin's Satisfaction Scale. Sociocultural adjustment was measured by A. Furnham and S. Bochner's Social Difficulty Scale. Results from Pearson product-moment correlations and stepwise multiple regression analyses showed relationships between TV viewing motivations and psychological and sociocultural adjustments. For future research on cross-cultural adjustment, participants should not be limited to students but extend to other samples such as business people, diplomats, volunteers, and their spouses. (Contains 46 references and 2 tables of data.) (Author/RS)

ED 408 637 CS 509 531

Chaney, Ann L.; Burk, Tamara L.
Teaching Oral Communication in Grades K-8.
PUB DATE- 98
NOTE- 325p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Environment; Communication Apprehension; Elementary Education; Evaluation Methods; *Listening; *Speech Communication; *Speech Instruction; Student Evaluation

PUB TYPE- G¥Λde‼/Me‼h d‼/TechnΛq¥e‼ (F r PracΛ‼Λ ner‼) - N n-Cla‼‼r m U‼e (F r AdmΛnΛ‼‼ra‼Λ e and S¥pp r‼ S‼aff, and f r Teacher‼, Paren‼‼, ClergQ, e‼c. in N n-Cla‼‼r m sΛ‼¥a‼Λ n‼) (055)
DESCRIPTORS- *Acc ¥n‼abΛlΛ‼Q; B¥dge‼Λng; *Char‼er Sch l‼; *Ed¥ca‼Λ nal FΛnance; Elemen‼arQ Sec ndarQ Ed¥ca‼Λ n; Federal Pr gram‼; FΛnancΛal A¥dΛ‼‼; In‼‼Λ‼¥‼Λ nal A¥‼ n mQ; N n‼radΛ‼Λ nal Ed¥ca‼Λ n; P¥blΛc Sch l‼; *Rec rdkeepΛng; Rec rd‼ (F rm‼); Rep r‼‼; *S‼a‼e Reg¥la‼Λ n; Teacher SalarΛe‼
IDENTIFIERS- *N r‼h Car lΛna

ThΛ‼ b kle‼ c n‼aΛn‼ inf rma‼Λ n de‼Λgned t famΛlΛarΛΛe per‼ nnel a‼ char‼er sch l‼ in N r‼h Car lΛna Λ‼h the fΛnancΛal ser Λce‼ ffered bQ the DΛ Λ‼Λ n f Sch l B¥‼Λne‼‼ and the rep r‼Λng req¥Λremen‼‼ f the dΛ Λ‼Λ n. The dΛ Λ‼Λ n seek‼ t en‼¥re faΛr and eq¥Λ‼able dΛ‼‼rΛb¥‼Λ n f and acc ¥n‼abΛlΛ‼Q f r the p‼Λmal u‼e f s‼a‼e and federal p¥blΛc sch l f¥nd‼. The b kle‼ c n‼aΛn‼ a calendar f r char‼er-sch l s‼ar‼¥p, a defΛnΛ‼Λ n f term‼, and an er Λe¥ f the UnΛf rm Ed¥ca‼Λ n Rep r‼Λng SQ‼‼em (UERS). I‼ al‼ ffer‼ inf rma‼Λ n n the dΛ Λ‼Λ n'‼ fΛ e sec‼Λ n‼: the Sch l FΛnance Sec‼Λ n, the Federal Pr gram‼ Sec‼Λ n, the Rep r‼Λng and A¥dΛ‼Λng Sec‼Λ n, the SalarQ AdmΛnΛ‼‼ra‼Λ n Sec‼Λ n, and the S‼a‼Λ‼‼Λcal Re‼earch Sec‼Λ n. A lΛ‼‼ f DΛ Λ‼Λ n f Sch l B¥‼Λne‼‼ reference man¥al‼ and c n‼ac‼ inf rma‼Λ n are incl¥ded. (LMI)

ED 408 657 EA 028 377

Pe‼er‼, MΛchael
LQ ‼ard, Ed¥ca‼Λ n, and the Pr blem f CapΛ‼alΛ‼m in the P ‼‼m dern C ndΛ‼Λ n.
PUB DATE- Mar 97
NOTE- 31p.; Paper pre‼en‼ed a‼ the Ann¥al Mee‼Λng f the AmerΛcan Ed¥ca‼Λ nal Re‼earch A‼‼ cΛa‼Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ‼h
EDRS PrΛce- MF01/PC02 Pl¥‼ P ‼‼age.
PUB TYPE- Inf rma‼Λ n AnalQ‼e‼/S‼a‼e- f-‼he-ar‼ Ma‼erΛal‼ (070),OpΛnΛ n‼/Per‼ nal VΛe p Λn‼‼/P ‼Λ‼Λ n Paper‼/E‼‼aQ‼ (120),Speeche‼, C nference Paper‼, "Paper‼ Pre‼en‼ed a‼..." (150)
DESCRIPTORS- *CapΛ‼alΛ‼m; CrΛ‼Λcal The rQ; De el ped Na‼Λ n‼; EpΛ‼‼em l gQ; F reΛgn C ¥n‼rΛe‼; Lang¥age D mΛnance; *Lang¥age U‼age; Mar‼Λ‼m; M dernΛΛa‼Λ n; *Phen men l gQ; *PhΛl ‼ phQ; Techn l gΛcal Ad ancemen‼
IDENTIFIERS- *LQ ‼ard (Jean Franc Λ‼); *P ‼‼m dernΛ‼m; *P ‼‼‼‼r¥c‼¥ralΛ‼m

Jean-Franc Λ‼ LQ ‼ard Λ‼ c n‼Λdered bQ manQ a‼ the pre-emΛnen‼ n n-Mar‼Λ‼‼ phΛl ‼ pher f the "p ‼‼m dern c ndΛ‼Λ n." ThΛ‼ paper ffer‼ LQ ‼ard'‼ in‼ellec‼¥al bΛ graphQ, de‼crΛbe‼ hΛ‼ p lΛ‼Λcal rΛ‼Λng‼ and s¥b‼eq¥en‼ t¥rn t phΛl ‼ phQ, and dΛ‼c¥‼‼e‼ hΛ‼ vΛe ‼ n capΛ‼alΛ‼m in the p ‼‼m dern c ndΛ‼Λ n and the pr blem f the legΛ‼Λma‼Λ n f kn ledge. LQ ‼ard ffer‼ a crΛ‼Λcal acc ¥n‼ f the s‼a‼¥‼ f kn ledge and ed¥ca‼Λ n in the p ‼‼m dern c ndΛ‼Λ n tha‼ f c¥‼e‼ n the m ‼‼ hΛghlQ de el ped s cΛe‼Λe‼. The maj r rkΛng hQp ‼he‼Λ‼ f "The P ‼‼m dern C ndΛ‼Λ n" Λ‼ "‼ha‼ the s‼a‼¥‼ f kn ledge Λ‼ al‼ered a‼ s cΛe‼Λe‼ en‼er ha‼ Λ‼ kn n a‼ the p ‼‼Λnd¥‼‼rΛal age and c¥l‼¥re‼ en‼er ha‼ Λ‼ kn n a‼ the p ‼‼m dern age" (1984:3). SpecΛfΛcallQ, LQ ‼ard maΛn‼aΛn‼ tha‼ the leadΛng scΛence‼ and techn l gΛe‼ ha e all been ba‼ed n lang¥age-rela‼ed de el pmen‼‼ and theΛr mΛnΛa‼¥rΛΛa‼Λ n and c mmercΛalΛΛa‼Λ n. In thΛ‼ c n‼e‼‼, the s‼a‼¥‼ f kn ledge Λ‼ permanen‼lQ al‼ered: Λ‼‼ a aΛlabΛlΛ‼Q a‼ an in‼erna‼Λ nal state law issues that affect termination of school employees. Following the foreword and the introduction, articles include the following: (1) "Documentation of Teacher Performance" (Kelly Frels, Janet Little Horton, and Kimberly James Brooks); (2) "Evaluation" (James B. Gessford); (3) "Remediation" (Richard A. Schwartz); (4) "Investigating Alleged Wrongdoing by Employees in the School Setting" (Richard E. Bump, Kelly Frels, and Jeffrey J. Horner); (5) "Investigating and Screening Sexual Misconduct by School Employees" (Andrea L. Hungerford and Nancy J. Hungerford); (6) "Termination of Drug/Alcohol Abusing Employees" (Donald B. Sweeney, Jr.); (7) "Constitutional and Statutory Limitations on Disciplining Public Employees for Speech and Off-Duty Conduct" (R. Craig Wood and Bradford A. King); (8) "Due Process and Disciplinary Actions Against School Employees" (Spencer E. Covert and Julie A. McCluskey); (9) "Elements of Teacher Misconduct" (Peter L. J. Pashler); (10) "Statutory Dismissal of School Employees" (David M. Pedersen); (11) "Arbitration of Teacher Dismissal Cases" (Benjamin J. Ferrara and Henry F. Sobota); (12) "Settlement Agreements" (Richard A. Schwartz); (13) "Defamation and Stigma Claims by Terminated Employees" (Jay Worona and Cheryl Randall); (14) "Termination of Employees At-Will" (James C. Hanks); (15) "Collective Bargaining and Teacher Discipline" (Spencer E. Covert and Julie A. McCluskey); and (16) "Tenure Reform: Has Anything Really Changed " (Lauren B. Kingsbery, Colorado; Scott S. Cairns and Marcia Morales Howard, Florida; Naomi Stonberg, Massachusetts; James T. Maatsch and Kevin Harty, Michigan; and Benjamin J. Ferrara and Perry R. Guido, New York). Appendices contain sample memoranda, action plans, and letters. (LMI)

ED 408 676 EA 028 402

Schaffer, Eugene C.; And Others
Impediments to Reform: An Analysis of Destabilizing Issues in Ten Promising Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *High Risk Students; Leadership; Longitudinal Studies; *Organizational Development; Politics of Education; Program Effectiveness; Program Implementation; Public Opinion; Racial Relations; School Community Relationship

Major school-improvement efforts, despite planning, all consistently encounter a variety of problems (Louis and Miles, 1990). This paper identifies impediments to school reform that were widespread within both elementary and secondary schools with large populations of socioeconomically disadvantaged children. The paper identifies broad, overarching conditions that must be met to replicate successful programs for at-risk students. Data were gathered during the study of "Urban and Suburban/Rural Special Strategies for Educating Disadvantaged Children," a Congressionally mandated and funded study of promising school-reform efforts implemented prior to 1990 in schools with a major population of economically disadvantaged children. The 3-year study evaluated and compared the success of 10 different programs: (1) Comer Model (School Development Program); (2) Success for All; (3) Paideia Program; (4) Coalition of Essential Schools (Sizer); (5) Schoolwide Projects; (6) Extended Year Schoolwide Projects; (7) Reading beyond. (Contains 107 references.) (LMI)

ED 408 694 EA 028 431

Fiore, Thomas A.; Curtin, Thomas R.
Public and Private School Principals in the United States: A Statistical Profile, 1987-88 to 1993-94.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 307p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Administrator Qualifications; Educational Attainment; Educational Experience; Elementary Secondary Education; *Principals; *Private Schools; *Public Schools; Racial Composition; Salaries; Tables (Data)

Principals play a primary role in the school-reform process, acting as both the agents of change and targets of change. This National Center for Education Statistics' (NCES) Schools and Staffing Survey (SASS) provides descriptive information about the changing nature of the individuals who serve as principals in public and private schools, including their perceptions and the challenges they face. The report uses data from the 1987-88, 1990-91, and 1993-94 administrations of SASS to examine the principalship in the reform environment of the late 1980s and early 1990s. For each of those years, approximately 80,000 principals served in the nation's public schools and approximately 25,000 served in private schools. The report provides information on job demographics; principals' salaries and benefits; their education and their experience; their perceptions of serious problems; and their goals, influence, and career plans. An index, 13 figures, and 5 tables are included. Appendices contain tables of estimates and standard errors, technical notes, and SASS data products. (Contains 36 references.) (LMI)

ED 408 695 EA 028 432

Alley, Reene A.; MacDonald, Suzanne
Using Gender Knowledge To Prepare for Secondary School Leadership as a Principal.
PUB DATE- Mar 97
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Career Development; *Career Planning; *Educational Administration; High Schools; *Leadership Styles; Sex Differences; *Women Administrators

Research shows that women in education, particularly those in leadership positions, tend to disregard career planning. This paper describes the outcomes of a career-development planning process, that provided female students with a framework and process to help them construct a personal leadership theory. A total of 42 female students participated in a secondary principalship course between 1990 and 1995. Twenty-six of the students remain in the program. The students developed an "Educational Leadership Platform" that defined leadership, to be successful in today's organizations. How can we select executives who are more likely to perform successfully in them? This book seeks to address those questions by providing an introduction to what recent literature says about selection at the top of organizations (chief executive officer and two levels down) and how it is related to the selected executive's success and to the organizational goals. The book contains an annotated bibliography of over 100 sources of the literature on executive selection. The annotations are organized to provide information about selection at the top; the effect of organizational context on selection; the characteristics of jobs at the top; the characteristics of executives; methods for selecting higher level personnel and predicting their success; executive performance after selection; and organizational outcomes. The bibliography includes scientific journal articles, technical reports, articles from the popular press, books, book chapters, and viewpoints of practitioners and experts in the field. An author index is included. (LMI)

ED 408 713 EA 028 460

McBrien, J. Lynn; Brandt, Ronald S.
The Language of Learning: A Guide to Education Terms.
PUB DATE- Jun 97
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Definitions; Dictionaries; *Education; Elementary Secondary Education; Glossaries; Jargon; Language Usage; *Vocabulary

Education has a language of its own. Unfortunately, the general public and even some educators have different understandings of what the terms mean. This book examines more than 200 terms used in K-12 education in the United States. The purpose of this book is to enlighten parents, school board members, business leaders, and other concerned citizens about educational jargon in an objective way, using everyday language. Each entry offers a definition, and some entries include examples and resources for more information. At the end of the book topics are grouped with a list of key words related to the subject. The list can be used as a cross-reference and as a resource. A topic index is included. (LMI)

ED 408 714 EA 028 461

Beyer, Landon E., Ed.; Apple, Michael W., Ed.
The Curriculum: Problems, Politics, and Possibilities. Frontiers in Education Series.
PUB DATE- 88
NOTE- 368p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- *Critical Theory; *Curriculum; *Curriculum Development; Educational Assessment; *Educational Sociology; Educational Technology; Elementary Secondary Education; Epistemology; *Politics of Education; Power Structure; Social Change; Teaching (Occupation); Values

Over the past few decades, educators have witnessed a slowly growing but significant change in the way they approach their work. Professional curriculum debate now tends to be over procedures, not over what counts as legitimate knowledge. This

DΛ∷abΛlΛ∷Λe∷; *L VΛ∷Λ n AΛd∷; Op∷Λcal Scanner∷; PhQ∷Λcal DΛ∷abΛlΛ∷Λe∷; VΛ∷¥al ImpaΛrmen∷∷

ThΛ∷ br ch¥re de∷crΛbe∷ the dΛfferen∷ tQpe∷ f barrΛer∷ indΛ Λd¥al∷ Λ∷h m bΛlΛ∷Q impaΛrmen∷∷, blΛndne∷∷, l vΛ∷Λ n, hearΛng impaΛrmen∷∷, and specΛfΛc learnΛng dΛ∷abΛlΛ∷Λe∷ face in pr ΛdΛng c mp¥∷er inp¥∷, in∷erpre∷Λng ¥∷p¥∷, and readΛng d c¥men∷a∷Λ n. The adap∷Λ e hard are and s f∷are tha∷ ha∷ been de el ped t pr Λde f¥nc∷Λ nal al∷erna∷Λ e∷ t s∷andard pera∷Λ n∷ are de∷crΛbed. F r indΛ Λd¥al∷ Λ∷h m bΛlΛ∷Q impaΛrmen∷∷, adap∷Λ e hard are and s f∷ are incl¥de changΛng the p ∷Λ∷Λ nΛng f eq¥Λpmen∷, lef∷- and rΛgh∷-handed keQb ard∷, e¤panded keQb ard∷, mΛnΛ-keQb ard∷, keQb ard em¥la∷Λ n, and v Λce inp¥∷. F r indΛ Λd¥al∷ Λ∷h blΛndne∷∷, BraΛlle inp¥∷ de Λce∷ are a aΛlable a∷ ell a∷ v Λce ¥∷p¥∷, refre∷hable BraΛlle dΛ∷plaQ∷, and scanner∷ Λ∷h p∷Λcal charac∷er rec gnΛ∷Λ n. IndΛ Λd¥al∷ Λ∷h l vΛ∷Λ n can u∷e large prΛn∷ keQ∷ p label∷, eq¥Λpmen∷ tha∷ m dΛfΛe∷ dΛ∷plaQ r prΛn∷er ¥∷p¥∷, and p∷Λcal charac∷er rec gnΛ∷Λ n scanner∷. Ad anced speech sQn∷he∷ΛΛer∷ can help th ∷e Λ∷h hearΛng and/ r speech impaΛrmen∷∷. IndΛ Λd¥al∷ Λ∷h specΛfΛc learnΛng dΛ∷abΛlΛ∷Λe∷ can u∷e ed¥ca∷Λ nal s f∷ are tha∷ pr Λde∷ m¥l∷Λ-∷en∷ rQ e¤perΛence∷, in∷erac∷Λ n, p ∷Λ∷Λ e reΛnf rcemen∷, indΛ Λd¥alΛΛed in∷∷r¥c∷Λ n, and repe∷Λ∷Λ n f r skΛll b¥ΛldΛng. The rd pr ce∷∷Λng capabΛlΛ∷Λe∷ f the c mp¥∷er can al∷ help ∷∷¥den∷∷ Λ∷h dQ∷graphΛa. Re∷ ¥rce∷ f r fΛndΛng m re inf rma∷Λ n ab ¥∷ adap∷Λ e techn l gQ and the DO-IT (DΛ∷abΛlΛ∷Λe∷ Opp r∷¥nΛ∷Λe∷ In∷erne∷ rkΛng Techn l gQ) pr gram are lΛ∷∷ed. (CR)

ED 408 733 EC 305 604

Rep r∷ n SpecΛal Ed¥ca∷Λ n N np¥blΛc Placemen∷∷.
PUB DATE- Jan 97
NOTE- 152p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC07 Pl¥∷ P ∷∷age.
PUB TYPE- N¥merΛcal/Q¥an∷Λ∷a∷Λ e Da∷a (110),Rep r∷∷ - De∷crΛp∷Λ e (Pr gram/Pr jec∷ De∷crΛp∷Λ n∷) (141)
DESCRIPTORS- *DΛ∷abΛlΛ∷Λe∷; Ed¥ca∷Λ nal Trend∷; Elemen∷arQ Sec ndarQ Ed¥ca∷Λ n; Enr llmen∷ Ra∷e; *Enr llmen∷ Trend∷; Federal S∷a∷e Rela∷Λ n∷hΛp; PrΛ a∷e Sch l AΛd; *PrΛ a∷e Sch l∷; Pr gram Impr emen∷; Re∷Λden∷Λal Sch l∷; *SpecΛal Sch l∷; S∷a∷e AΛd; S∷a∷e Pr gram∷; S∷a∷e S∷andard∷; S∷a∷e S¥r eQ∷; S∷a∷e Λde PlannΛng; *S∷¥den∷ Placemen∷
IDENTIFIERS- MarQland

ThΛ∷ rep r∷ pr Λde∷ general backgr ¥nd inf rma∷Λ n n the S∷a∷e f MarQland'∷ SpecΛal Ed¥ca∷Λ n N np¥blΛc Placemen∷∷ pr gram, hΛch i∷ re∷p n∷Λble f r appr Λng the placemen∷ f MarQland s∷¥den∷∷ Λ∷h dΛ∷abΛlΛ∷Λe∷ in prΛ a∷e sch l∷. The rep r∷ de∷crΛbe∷ the pr gram, analQΛe∷ the trend∷, and make∷ se eral rec mmenda∷Λ n∷. FΛndΛng∷ f the rep r∷ indΛca∷e S∷a∷e f¥ndΛng f r n np¥blΛc placemen∷∷ ha∷ increa∷ed fr m $9.1 mΛllΛ n in 1985 t $46.9 mΛllΛ n in 1995. Rec mmenda∷Λ n∷ incl¥de: (1) ree al¥a∷Λng the appr prΛa∷ene∷∷ f incl¥dΛng specΛal ed¥ca∷Λ n re∷Λden∷Λal f¥nd∷ in the S¥bcabΛne∷ F¥nd; (2) cen∷ralΛΛΛng da∷a c llec∷Λ n; (3) c n∷Λn¥Λng the de el pmen∷ bQ S∷a∷e and l cal en∷Λ∷Λe∷ f a plan f r re∷ ¥rce de el pmen∷; and (4) c nd¥c∷Λng addΛ∷Λ nal re∷earch n dΛ∷abΛlΛ∷Q trend∷. AppendΛce∷ incl¥de lΛ∷∷∷ f in-∷∷a∷e and ¥∷- f-∷∷a∷e n np¥blΛc sch l∷ f r s∷¥den∷∷ Λ∷h dΛ∷abΛlΛ∷Λe∷; defΛnΛ∷Λ n∷ f dΛ∷abΛlΛ∷Λe∷; char∷∷ sh Λng the n¥mber f s∷¥den∷∷ in specΛal ed¥ca∷Λ n bQ c ¥n∷Q and theΛr placemen∷, the n¥mber f s∷¥den∷∷ in specΛal ed¥ca∷Λ n bQ dΛ∷abΛlΛ∷Q, and the percen∷ f s∷¥den∷∷ Λ∷h each dΛ∷abΛlΛ∷Q in the dΛfferen∷ placemen∷∷; and char∷∷ sh Λng the to providing demographic data, the teachers completed a 21-item questionnaire with questions that addressed: (1) their attitudes toward pupils with developmental difficulties; (2) attitudes toward integration of these pupils; (3) familiarity with the characteristics and needs of pupils with developmental difficulties; and (4) teacher readiness to get involved in improving the integration process. Factor analysis identified five factors, all of which indicated predominantly negative attitudes by teachers toward integration. The factors examined were: (1) recognition of advantages of integration for pupils with developmental difficulties; (2) attitude toward regular schools' equipment; (3) effects of integration on other pupils; (4) familiarity with characteristics and needs of special needs students; and (5) attitudes toward partial integration. The most positive attitudes were expressed by female teachers, under age 36, and with less than 5 years of experience. The most negative attitudes were expressed by male teachers, over age 36, with work experience of more than 15 years and the subject teachers. (Contains 23 references.) (DB)

ED 408 752 EC 305 623

Bang, Myong-Ye; Lamb, Peg
Impacts of an Inclusive School-to-Work Program.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Apr 97
NOTE- 15p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; *Community Based Instruction (Disabilities); *Disabilities; *Education Work Relationship; High Schools; *Inclusive Schools; Mainstreaming; *Mentors; Program Effectiveness; Program Evaluation; Regular and Special Education Relationship; School Business Relationship; School Community Relationship; Transitional Programs

Holt High School (Michigan) has implemented a school to work transition for its 1,200 students, including 120 students with mild to severe disabilities. The Holt Transition System is based on a taxonomy of five domains: student development, student-focused planning, interagency collaboration, family involvement, and program structure and attributes. The system includes a School-To-Work Mentorship Program, taught as an elective by collaborating general education and special education teachers. It offers planned, comprehensive, community-based experiences. Adults and agencies from the community share information about careers and help in individual vocational assessment. School personnel and students develop a career plan and acquire basic vocational skills. Students with learning and behavioral challenges are provided with a job coach. To investigate program effects, the interviews and journals of 25 students (8 with disabilities, 7 at-risk, and 10 nondisabled) were analyzed as were reflective papers of core team members. Results indicated the program had important effects on students' employability, social skills, and self-determination skills. The importance of specific supports and services was confirmed, including shared vision by parents, teachers, employers, and agency personnel; provision of a variety of experiences(with accommodations) in different occupations; willingness to collaborate; administrative support; a job coach rates of children with disabilities. Emphasis is on system characteristics rather than individual student characteristics. The study explored the relationship between the percentage of non-white students in states' school populations and the rates at which special education students are identified, placed in restrictive settings, and graduate from school. States' data were obtained from the National Center for Educational Statistics. Regarding identification, the correlation between percentage of white and the identification rate was quite low, suggesting ethnicity was not related to rate of identification as disabled. As far as placement, the study found that ethnicity was a statistically significant predictor of placement in regular class settings. With regard to graduation, the study examined the relationship of ethnicity to graduation by diploma, by certificate, and by both diploma and certificate. Ethnicity was not significantly related to graduation by diploma or diploma and certificate combined, but was moderately correlated with graduation by certificate. Scattergraphs and tables detail the study's findings. (DB)

ED 408 771 EC 305 643

Mitchell, Melissa, Ed.
School Completion Rates for Children with Disabilities: The Role of Economic and Demographic Factors. A Project ALIGN Issue Brief.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Differences; *Disabilities; Dropout Research; *Graduation; High Schools; Predictor Variables
IDENTIFIERS- *Graduation Rates

This policy brief reports on a study of variation in states' school completion rates for students with disabilities and the relationship of school completion to economic, socio demographic, and educational variables. States' school completion rates were calculated from data maintained by the Department of Education. In addition, state-level special education personnel were interviewed in three states with relatively high and stable percentages of students with disabilities graduating. Graduation rates (either diploma or certificate) for this population ranged from .07 percent of the resident population in Arkansas to .47 percent in Virginia. Some states did not grant certificates, while others presented more certificates than diplomas to students with disabilities. Application of several predictive models identified predictors for all disabilities, for students with specific learning disabilities, for students with severe emotional disturbances, and for students with mental retardation. All three states' interviewees described sustained leadership, a focus on school completion for students with disabilities, and implementation of specific initiatives related to completion. Findings suggest the following recommendations: first, base reform and change initiatives on a data-based information pool, and, second, refashion special education using emerging knowledge about relationships between economic, educational, and demographic variables and disability issues. Tables and graphs detail

Students; Foreign Countries; *Inclusive Schools; Longitudinal Studies; Mainstreaming; Predictor Variables; Program Effectiveness; Questionnaires; *Regular and Special Education Relationship; *Student Attrition; *Student Placement; Surveys
IDENTIFIERS- *Australia

This report describes the results of a longitudinal study of 30 Australian children with behavior disorders who were placed in 15 regular primary schools in Victoria and New South Wales. All of these schools were in the process of integrating children with behavior disorders. In each school in the initial study, the principal, classroom teacher, parents, peer group, and support staff were asked to respond to questionnaires, interview questions, and self-report inventories. In Victoria, a follow up survey was sent to each school's principal after two years. In New South Wales, a follow up survey was sent to principals after 12 months. The results of the study indicate that 2 years after the initial survey, over 70 percent of the students in Victoria schools were no longer enrolled in their surveyed school. In New South Wales, over 33 percent of the students no longer attended the surveyed school 1 year after the initial survey. In conclusion, it would seem that for many children with behavior disorders placement in the regular school may not be the most appropriate educational placement. The factor that appeared to assist in the length of placement of the child in a regular school was a close working relationship with a special school. The effects of social, academic, and resource factors on regular school placement are discussed. (Contains 26 references.) (CR)

ED 408 789 EC 305 670

Palmer, Douglas J.; And Others
Special Thinking in Special Settings.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Cognitive Processes; *Disabilities; Elementary Secondary Education; Individualized Instruction; Regular and Special Education Relationship; School District Size; *Special Education Teachers; *Teacher Behavior; *Teacher Collaboration; *Teacher Response; Teaching Styles

This report discusses the results of a study of 21 special education teachers from urban, mid-sized, and rural school districts that investigated whether teacher cognition would differ according to the characteristics of students in a classroom and the social environment in which teaching takes place. In the study, a stimulated recall procedure was used in which teachers viewed videotapes of their instruction to stimulate thoughts and decisions that were occurring during the instructional episode. Using this procedure, the study examined the reflections of identified "expert" special educators. Results indicate that many of the teachers made frequent use of "instructional diagnosis," in which the teachers used extensive content knowledge and their particular knowledge of the students to arrive at a diagnosis. Immediately following their diagnosis, they applied a modification to remedy the learning difficulty that the student was encountering. The instructional

*C mp¼‼er LΛ‼eracQ; *DΛ‼abΛlΛ‼Λe‼; Elemen‼arQ Sec ndarQ Ed¼ca‼Λ n; *P r‼f lΛ A‼‼e‼‼men‼; P r‼f lΛ ‼ (Backgr ¼nd Ma‼erΛal‼); TeachΛng G¼Λde‼; *W rd Pr ce‼‼Λng; *WrΛ‼Λng In‼‼r¼c‼Λ n; WrΛ‼Λng Pr ce‼‼e‼
IDENTIFIERS- K¼rΛ eΛl VOICE WrΛ‼e; V Λce Rec gnΛ‼Λ n

ThΛ‼ c¼rrΛc¼l¼m and se‼ f s¼pp r‼ ma‼erΛal‼ are in‼ended t help specΛal ed¼ca‼ r‼ and ‼her‼ inc rp ra‼e a‼‼Λ‼‼Λ e rΛ‼Λng techn l gΛe‼ in‼ the rΛ‼Λng c¼rrΛc¼l¼m and teach the s‼¼den‼ Λ‼h a dΛ‼abΛlΛ‼Q h t u‼e the techn l gQ. Ma‼erΛal‼ are incl¼ded t be placed a‼ each c mp¼‼er, hΛch c er the pera‼Λng ba‼Λc‼ f r b ‼h MacΛn‼ ‼h and WΛnd ‼ 95 machΛne‼. The‼e incl¼de in‼‼r¼c‼Λ n‼ f r t¼rnΛng n the c mp¼‼er, penΛng a pr gram, sa Λng Q ¼r rk, penΛng a sa ed fΛle, q¼Λ‼‼Λng pr gram‼, and rd pr ce‼‼Λng ba‼Λc‼. The ne‼‼ shee‼‼ c er rd pr ce‼‼Λng hΛle u‼Λng the K¼rΛ eΛl VOICE WrΛ‼e: O¼‼l ¼d and C : WrΛ‼er s f‼ñare pr gram‼. Al‼ incl¼ded in the packe‼ i‼ a lΛ‼‼ f a‼‼Λ‼‼Λ e techn l gQ pr gram‼ Λ‼h s ¼rce‼, prΛce‼, de‼crΛp‼Λ n‼, and s¼gge‼‼ed applΛca‼Λ n‼. A teacher'‼ g¼Λde n helpΛng s‼¼den‼‼ u‼e the c mp¼‼er in rΛ‼Λng i‼ m deled a‼ a rΛ‼Λng p r‼f lΛ and f ll ‼ the f ¼r s‼ep‼ f the rΛ‼Λng pr ce‼‼: (1) pre- rΛ‼Λng, (2) rΛ‼Λng and re Λ‼Λng, (3) p¼blΛ‼hΛng, and (4) a‼‼e‼‼Λng. The g¼Λde incl¼de‼ sec‼Λ n‼ f r b ‼h teacher‼ and s‼¼den‼‼ and pr Λde‼ s‼¼den‼ ac‼Λ Λ‼Λe‼ and e¤ample‼ f each s‼age f the rΛ‼Λng pr ce‼‼. (DB)

ED 408 808 EC 305 695

C n‼¼re, Ed ard G.
(N n)Verbal Beha Λ r f Y ¼ng S‼¼‼‼erer‼ and TheΛr M ‼her‼. FΛnal Rep r‼.
SPONS. AGENCY- SpecΛal Ed¼ca‼Λ n Pr gram‼ (ED/OSERS), Wa‼hΛng‼ n, DC.
PUB DATE- Dec 91
NOTE- 161p.; S me a‼‼achmen‼‼ c n‼aΛn verQ small prΛn‼.
LANGUAGE- EnglΛ‼h
EDRS PrΛce- MF01/PC07 Pl¼‼ P ‼‼age.
PUB TYPE- C llec‼ed W rk‼ - General (020),Rep r‼‼ - De‼crΛp‼Λ e (Pr gram/Pr jec‼ De‼crΛp‼Λ n‼) (141)
DESCRIPTORS- *Beha Λ r Pa‼‼ern‼; C mm¼nΛca‼Λ n SkΛll‼; In‼erper‼ nal C mm¼nΛca‼Λ n; *N n erbal C mm¼nΛca‼Λ n; Paren‼ ChΛld Rela‼Λ n‼hΛp; *Speech ImpaΛrmen‼‼; *S‼¼‼‼erΛng; Y ¼ng ChΛldren

ThΛ‼ fΛnal rep r‼ de‼crΛbe‼ ac‼Λ Λ‼Λe‼ and acc mplΛ‼hmen‼‼ f a 3-Qear pr jec‼ hΛch analQΛed the speech and rela‼ed beha Λ r‼ f 28 Q ¼ng chΛldren (mean age 52.5 m n‼h‼) h s‼¼‼‼ered, theΛr m ‼her‼, and sΛmΛlar n n-‼‼¼‼‼erΛng chΛldren and m ‼her‼. A l ‼elQ s‼r¼c‼¼red c n er‼a‼Λ n be‼ een each m ‼her and chΛld a‼ rec rded and analQΛed. In addΛ‼Λ n t apprecΛable gr ¼p dΛfference‼ in dΛ‼fl¼encΛe‼, the s‼¼dQ f ¼nd tha‼ s‼¼‼‼erΛng chΛldren e¤hΛbΛ‼ed sΛgnΛfΛcan‼lQ m re f three n n‼peech beha Λ r‼: eQelΛd blΛnkΛng, eQeball m emen‼ t the lef‼, and upper lΛp raΛ‼Λng. The s‼¼dQ al‼ f ¼nd tha‼ eQe c n‼ac‼ be‼ een m ‼her‼ and Q ¼ng s‼¼‼‼erer‼ a‼ sΛgnΛfΛcan‼lQ m re freq¼en‼ d¼rΛng s‼¼‼‼erΛng than f r n rmallQ fl¼en‼ peer‼, and tha‼ m ‼her‼ f s‼¼‼‼erer‼ pr d¼ced sΛgnΛfΛcan‼lQ m re n n‼peech beha Λ r‼ incl¼dΛng eQe blΛnk‼ and varΛ ¼‼ lΛp m emen‼‼ d¼rΛng s‼¼‼‼erΛng incΛden‼‼ than a‼ ‼her tΛme‼. One f the analQ‼e‼ f ¼nd tha‼ the 15 m ‼‼ c mm nlQ cc¼rrΛng n n‼peech beha Λ r‼ f m ‼her‼ f s‼¼‼‼erer‼ ere verQ sΛmΛlar t the 21 m ‼‼ c mm nlQ cc¼rrΛng n n‼peech beha Λ r‼ f Q ¼ng n n‼‼¼‼‼erer‼. Re‼¼l‼‼ s¼gge‼‼ the imp r‼ance f under‼‼andΛng the na‼¼re and p ‼en‼Λal bΛ-dΛrec‼Λ nal infl¼ence‼ f the‼e n n erbal beha Λ r‼ in anQ the rQ r therapQ a‼‼emp‼Λng t acc ¼n‼ f r the n‼e‼ and de el pmen‼ f s‼¼‼‼erΛng. A‼‼ached

Three conclusions resulted: (1) teacher correction of errors is the dominant type; (2) self-correction is perceived as having a different nature than peer or teacher correction; and (3) class status (freshman, sophomore, etc.) and class size are key factors in preference for self-correction or teacher correction of errors. Contains 12 references. (MSE)

ED 408 827 FL 024 567

IΛΛ , John
Development of an English for Specific Purposes Technical Writing Course.
PUB DATE- Mar 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); College Second Language Programs; *Computer Science; Course Descriptions; Course Organization; Curriculum Development; *English for Special Purposes; Foreign Countries; Higher Education; Instructional Materials; Scheduling; *Teacher Developed Materials; *Technical Writing; *Writing Instruction
IDENTIFIERS- University of Aizu (Japan)

The two-term technical writing course at the University of Aizu (Japan) was developed to help computer science majors develop writing skills needed for academic and future career activities. The course was first organized and presented in 1994 and has undergone continuous evaluation and revision. During the first two years, it was presented in two sophomore terms using lesson plans and handouts developed by a courseware project team and designed to allow for adjustments by individual teachers. In the first year, these materials were supplemented by a technical writing textbook and handbook. By the third year, a draft of a university-developed technical writing handbook served as the text for the course's first term. The second term of the course was moved to the senior year to provide students with assistance in planning and writing their graduation research reports. The final version of the university's technical writing handbook will be available in 1997, and the text for the second term will be developed by 1998. (MSE)

ED 408 828 FL 024 568

Le‰, Sh ‰-QΛ
The Dilemmas of English as Second Language Children Learning To Read in an All-English Mainstream Classroom.
PUB DATE- Mar 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Discourse Analysis; *English (Second Language); Grade 2; Grade 3; *Grouping (Instructional Purposes); Language of Instruction; Language Role; *Learning Problems; *Limited English Speaking; Primary Education; *Reading Instruction; Transitional Programs

A study investigated the kinds of English literacy experiences of English-as-a-Second-Language (ESL) students in a an all-English

Problems; *Limited English Speaking; Native Language Instruction; Organizational Communication; Professional Development; Program Administration; *Program Implementation; School Districts; School Responsibility; Second Language Instruction; Special Education; State Regulation; Statewide Planning; Teaching Methods
IDENTIFIERS- *Colorado

The handbook is designed to help Colorado school systems address the linguistic and educational needs of limited-English-proficient (LEP) students and to provide administrators, school boards members, and educators with resources for understanding state and federal requirements. It is intended to help design and establish local policies and practices, design and implement instructional programs, support teacher and staff professional development, maintain sound coordination and communication practices, and evaluate their efforts to educate LEP students. Chapters: define key terms and acronyms and offer a historical perspective on issues leading to the handbook's development; outline legal and judicial mandates concerning the education of LEP students; discuss mandates with a direct bearing on assuring equity and educational opportunity; discuss development of instructional strategies to meet LEP students' linguistic needs; suggest procedures for LEP student identification, assessment, service delivery, placement review, and reclassification/exit; discuss instructional strategies and methods for content-area and bilingual/English-as-a-Second-Language (ESL) teachers; examine staff development at all levels and teacher certification issues; offer ideas on coordination with federal programs, state initiatives, and local resources; and outline program evaluation procedures. Resource information is appended. Contains 59 references. (MSE)

ED 408 848 FL 024 607

Huang, Shwu-Yong L.; And Others
Classroom Instruction, Home Language, and English Acquisition of Secondary Bilingual Students.
PUB DATE- Mar 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *Bilingualism; Classroom Environment; Classroom Techniques; *English (Second Language); *Family Environment; Hispanic Americans; Instructional Effectiveness; Interaction; *Language Role; Second Language Instruction; Second Language Learning; Secondary Education; *Spanish Speaking; *Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- Hispanic American Students

A study investigated the effects of home language and some bilingual instructional practices on language minority or bilingual secondary students' learning of English as a second language. Subjects were 17 teachers and their students from 12 secondary schools in an urban school district with a high Hispanic enrollment. Teachers were observed for their interaction with students or others, settings in which the interactions occurred, purpose of the interaction, and specific behavior. Each was observed for 10 30-second intervals 2 separate times. Students' English skills were pre- and posttested using a standardized proficiency test and a locally-information resources on the World Wide Web, student textbooks, a teacher resource guide, and two videotape recordings for teaching citizenship to students of English as a second language (ESL). "Teaching Listening to ESL Learners" (excerpted from an article by Carol Van Duzer) outlines the processes one uses in listening and suggests that these processes can inform the teacher's choice of techniques and activities for developing learners' listening skills. Professional notes and announcements of resources and materials are included in each issue. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 408 867 FL 801 172

Stern, Hilary
Organizing ESL Students for Social Change.
PUB DATE- 13 Mar 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activism; Adult Education; Change Strategies; Classroom Techniques; *English (Second Language); *Group Dynamics; Interpersonal Communication; Migrant Education; Migrant Workers; Second Language Instruction; *Social Change; Student Attitudes; *Student Empowerment; Student Motivation; *Student Participation; Student Role; Teacher Role

A teacher of English as a Second Language (ESL) to adult migrant workers from Central America describes the evolution of her efforts to create a sense of community within the classroom and Latin center and to empower students to bring about social change in the long term. While students were pressuring the teacher to teach grammar, the teacher was considering ways to increase student access to the language and culture of power. Techniques used at the Latin center to encourage student interaction, cooperation, and leadership include: class coffee breaks; inclusion of homeless immigrants and families in center holiday parties; organization of weekly basketball and soccer games; mentoring to support students in taking responsibility for center activities; delegation to students of some teacher tasks in the classroom (organizing into teams, passing out papers, setting up and cleaning up the room, facilitating discussion); student planning of center events; and hiring of students for Latin center jobs. These efforts eventually became effective after a student protest against an administrative action taken in another organization. The protest was joined by the teacher and her students because they all belonged to a coalition which shared the same concerns. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 408 868 HE 028 940

Harvey, James; Immerwahr, John
Goodwill and Growing Worry: Public Perceptions of American Higher Education.
PUB DATE- 95
NOTE- 44p.; For related reports, see HE 028 941-942.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Democratic Values; *Educational Attitudes; Equal Education; Government Role; *Higher Education; Institutional Autonomy; Political Issues;

Cla:::r m U::e (F r AdmΛnΛ:::ra::Λ e and S½pp r:: S::aff, and f r Teacher::, Paren:::, ClergQ, e::c. in N n-Cla:::r m sΛ::½a::Λ n::) (055),Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141),Te::, Q½e:::Λ nnaΛre::, E al½a::Λ n In:::r½men::: (160)
DESCRIPTORS- Ad½l:: Ba::Λc Ed½ca::Λ n; *Ad½l:: Ed½ca:: r::; Ad½l:: LΛ::eracQ; Ba::Λc SkΛll::; C½rrΛc½l½m De el pmen::; In::er Λce Teacher Ed½ca::Λ n; In:::r½c::Λ nal Ma::erΛal::; J b SkΛll::; *LΛ::eracQ Ed½ca::Λ n; Ma::erΛal De el pmen::; Pr gram De el pmen::; Pr gram E al½a::Λ n; Sch l B½::Λne::: Rela::Λ n::hΛp; *S::aff De el pmen::; S::½den:: E al½a::Λ n; TeachΛng G½Λde::; *TechnΛcal Λ:::Λ:::ance; TraΛner::; *W rkplace LΛ::eracQ
IDENTIFIERS- 353 Pr jec::

The::e t d c½men::: are pr d½c::: f a pr jec:: t impr e the capabΛlΛ::Q f the Penn::Ql anΛa RegΛ nal S::aff De el pmen:: Cen::er:: t pr Λde c½rren::, re::earch-ba::ed rkplace lΛ::eracQ traΛnΛng and technΛcal a:::Λ:::ance t ad½l:: ba::Λc and lΛ::eracQ ed½ca::Λ n pr gram::. The fΛnal rep r:: de::crΛbe:: the::e pr jec:: ac::Λ Λ::Λe::: de el pmen:: f traΛnΛng ma::erΛal:: f r par::ΛcΛpan::: t u::e in ::aff de el pmen:: ac::Λ Λ::Λe::; de el pmen:: f re:: ½rce da::aba::e::; pr Λ::Λ n and e al½a::Λ n f t 5-h ½r traΛn-::he-traΛner se:::Λ n::; and technΛcal a:::Λ:::ance. AppendΛce:: c mp ::Λng er half the rep r:: c n::aΛn the f ll Λng: the need:: a:::e:::men::, par::ΛcΛpan:::' re:: ½rce n ::eb k ma::erΛal::, c rre::p ndence, pr jec:: ne ::le:::er, mee::Λng agenda::, s½r eQ::, e al½a::Λ n::, and pre::: relea::e. The sec nd d c½men:: Λ:: a traΛner':: g½Λde f r anQ ne h pr Λde:: traΛnΛng, inf rma::Λ n, r technΛcal a:::Λ:::ance t rkplace lΛ::eracQ pr Λder::. An er Λe ill½:::ra::e:: the need f r rkplace lΛ::eracQ pr gram::. Sec::Λ n 2 addre:::e:: h and hQ pr Λder:: m½::: marke:: theΛr ser Λce:: t the b½::Λne::: c mm½nΛ::Q and f½ndΛng p::Λ n:: t s½pp r:: pr gram::. Sec::Λ n 3 dΛ::c½:::e:: b½ΛldΛng and maΛn::aΛnΛng effec::Λ e par::ner::hΛp:: and tΛp:: f r rkΛng Λ::h b½::Λne:::e:: and unΛ n::. Sec::Λ n 4 f c½::e:: n c½rrΛc½l½m p::Λ n::, recr½Λ::men::, learner a:::e:::men::, and pr gram e al½a::Λ n. Sec::Λ n:: 1-4 are dΛ Λded in:: t r three t pΛc::. F r each t pΛc, the::e c mp nen::: are incl½ded: backgr ½nd readΛng, re:: ½rce ma::erΛal:: lΛ:::, traΛnΛng idea::, s½gge:::ed in-dep::h readΛng::, erhead tran::parencQ ma:::er::, and rk::hee:::. Sec::Λ n 5 Λ:: a gl :::arQ. Sec::Λ n 6 c n::aΛn:: lΛ::: f ne ::le:::er::, re:: ½rce rganΛΛa::Λ n::, elec::r nΛc re:: ½rce::, c½rrΛc½l½m re:: ½rce::, re:: ½rce per:: n:: and incl½de:: an e:::en::Λ e bΛblΛ graphQ. (YLB)

ED 408 420 CE 073 979

MΛnne:: ::a Career F c½::. Career:: & TraΛnΛng: A G½Λde f r Ad½l:::.
PUB DATE- 96
NOTE- 161p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC07 Pl½:: P :::age.
PUB TYPE- G½Λde::/Me::h d::/TechnΛq½e:: (F r Prac::Λ::Λ ner::) - N n-Cla:::r m U::e (F r AdmΛnΛ:::ra::Λ e and S½pp r:: S::aff, and f r Teacher::, Paren:::, ClergQ, e::c. in N n-Cla:::r m sΛ::½a::Λ n::) (055)
DESCRIPTORS- Ad½l:: Ed½ca::Λ n; *Career Change; Career De el pmen::; Career Ed½ca::Λ n; *Demand Occ½pa::Λ n::; *Empl Qmen:: Opp r::½nΛ::Λe::; J b SkΛll::; *J b TraΛnΛng; Lab r Marke::; Lab r Need::; *Occ½pa::Λ nal Inf rma::Λ n; SalarΛe::; T Year C llege::
IDENTIFIERS- *MΛnne:: ::a

ThΛ:: g½Λde t MΛnne:: ::a traΛnΛng re:: ½rce:: f r ad½l::: seekΛng ne empl Qmen:: pp r::½nΛ::Λe:: pr Λde:: an er Λe f career::, age::, j b a aΛlabΛlΛ::Q, and nece:::arQ traΛnΛng. Occ½pa::Λ n:: are de::crΛbed in the::e area::: medΛcal career::; ffΛce pr fe:::Λ n::; technΛcal career::; ar::, rΛ::Λng, and medΛa career::; ser Λce career::---f d, haΛr, p lΛce; mechanΛc

ED 408 439 CE 074 222

Kazemek, Francis E.
"A Gathering of Individuals": A Longitudinal Study of a Writing Workshop for Older Adults.
PUB DATE— Mar 97
NOTE— 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE— English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE— Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS— Adult Education; *Adult Literacy; Educational Research; *Literacy Education; Longitudinal Studies; Older Adults; *Outcomes of Education; Program Effectiveness; Writing Improvement; Writing Instruction; Writing Skills; *Writing Workshops
IDENTIFIERS— Life Review

A longitudinal study focused on a weekly writing workshop for a group of active older adults ranging in age from 67-91. The core group consisted of 14 elders. The research that explored elders' literacy confirmed the importance of its social nature and its grounding in specific cultural and historical contexts; varying perceptions and uses of literacy; and various reasons for writing. The workshop followed a flexible, yet regular pattern: talking and telling stories about their lives, past and present, and current events and then reading what individuals had written during the week. Through more talk, the workshop explored the next topic-- one of those discussed or one suggested by the workshop leader. Information for the study was gathered through observations, field notes, informal and more formal interviews, copies of elders' writing, and participants' 1-week literacy audits. A complex and impressive range of reading demonstrated the individual and social complexity of reading. Writing for the workshop included a variety of distinct written forms. Outside of these pieces, the most common forms of writing were personal letters and greeting cards. The workshop served as a catalyst for extended writing, contributed to the reading of a range of different texts, and became a source of connection, friendship, and community. The workshop allowed elders to explore their lives and gave them a purpose. (Contains 34 references.) (YLB)

ED 408 440 CE 074 223

Kroth, Michael
Life Mission and Adult Learning. An Exploratory Study Examining Theoretical Relationships and Their Impact upon Adult Education.
PUB DATE— Mar 97
NOTE— 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE— English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE— Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS— Adult Education; *Adult Learning; Careers; *Goal Orientation; Individual Development; *Learning Theories; Life Events; *Life Satisfaction; Psychological Needs; Self Actualization; Self Concept

A study investigated the relationships between adult learning theory and the question "Why am I?" or life mission. Three sets of interviews were conducted, each involving a comprehensive interview with each of five people who had made a significant in::ere¤change carrΛer::); the r le f cable tele Λ::Λ n c mpanΛe:: and al::erna::e acce:::: pr Λder::; the In::erne:: and DL (In::erne:: infra:::r½c::½re, In::erne:: ser Λce pr Λder::, m½l::ΛmedΛa   er the In::erne::, In::erne:: s::reng::h::/lΛmΛ::a::Λ n::); and ca::e s::½dΛe:: f hΛgh-perf rmance in::egra::ed DL sQ:::em:: in K-12, the vΛr::½al c llege m del a:: Ne Y rk UnΛ er::Λ::Q, and delΛ erQ f DL bQ We::c ::: C mm½nΛca::Λ n::. Appended are an e¤ample f c ½r::e ac::Λ Λ::Λe:: and a:::Λgnmen::: and a lΛ::: f acr nQm::. (MN)

ED 408 458 CE 074 255

G k½l::Λng, K. M ::Λ; And O::her::
BeQ nd C mpe::ence. The Na::Λ nal C ½ncΛl f r V ca::Λ nal Q½alΛfΛca::Λ n:: Frame rk and the Challenge t HΛgher Ed½ca::Λ n in the Ne MΛllennΛ½m.
PUB DATE- 96
NOTE- 128p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c½men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010)
DESCRIPTORS- C mpe::ence; *C mpe::encQ Ba::ed Ed½ca::Λ n; CredΛ:::; Ed½ca::Λ nal Change; *Ed½ca::Λ nal Need::; Ed½ca::Λ nal Objec::Λ e::; *Empl Qmen:: Q½alΛfΛca::Λ n::; Enr llmen::; E al½a::Λ n Me::h d::; F reΛgn C ½n::rΛe::; Na::Λ nal Pr gram::; P lΛ::Λcal I:::½e::; *P ::::ec ndarQ Ed½ca::Λ n; Q½e:::Λ nnaΛre::; S cΛal Change; S::andard::; S::½den:: Cer::ΛfΛca::Λ n; S::½den:: E al½a::Λ n; *V ca::Λ nal Ed½ca::Λ n
IDENTIFIERS- *General Na::Λ nal V ca::Λ nal Q½alΛf (England); *Na::Λ nal V ca::Λ nal Q½alΛfΛca::Λ n:: (England)
ThΛ:: b k c n::aΛn:: t   paper::: an   er Λe   f the de el pmen:: and impac:: f Na::Λ nal V ca::Λ nal Q½alΛfΛca::Λ n:: (NVQ::) and General Na::Λ nal V ca::Λ nal Q½alΛfΛca::Λ n:: (GNVQ::) in the UnΛ::ed KΛngd m and a dΛ::c½:::Λ n f tha::   er Λe in the c n::e¤:: f the Λder change:: cc½rrΛng in U.K. ed½ca::Λ n, traΛnΛng, and s cΛe::Q. The fΛr::: paper, "C n::e¤::½alΛ::Λng TQ:: me," trace:: the de el pmen:: f NVQ:: and GNVQ:: Λ::hΛn p lΛ::Λcal and ed½ca::Λ nal c n::e¤::: and e¤pl re:: the sQ:::em'::: s::reng::h::, eakne:::e::, and e l½::Λ n. DΛ::c½:::ed in the sec nd paper, "The Ne Q½alΛfΛca::Λ n::--A Bl   bQ Bl   Acc ½n::," are the f ll Λng: drΛ Λng f rce:: behΛnd the de el pmen:: f NVQ::/GNVQ::; the academΛc/ ca::Λ nal dΛ Λde; credΛ:: acc½m½la::Λ n/::ran::fer and fle¤Λble learnΛng; f½r::her ed½ca::Λ n; s::½mblΛng bl ck::/pr blem::; the GNVQ e¤pl ::Λ n; hΛgher le el q½alΛfΛca::Λ n::; and re::p n::e:: f pr fe:::Λ nal b dΛe:: and hΛgher ed½ca::Λ n in::::Λ::½::Λ n::. AppendΛ¤e:: c n::aΛn inf rma::Λ n ab ½:: the f ll Λng: c n:::r½c::Λ n f the GNVQ frame rk; enr llmen:: in j b-rela::ed traΛnΛng and f½ll-::Λme ed½ca::Λ n/::raΛnΛng in the UnΛ::ed KΛngd m; re::p n::e:: t the 1995 C nfedera::Λ n f B½::Λne::: and Ind½:::rQ rep r::; NVQ cer::ΛfΛca::e:: a arded in 1988-95; credΛ:: frame rk::; GNVQ s::½den:: regΛ:::ra::Λ n in 1994-95; ne na::Λ nal targe::: f r ed½ca::Λ n/::raΛnΛng; NVQ/GNVQ/ eq½Λ alence::; underpΛnnΛng kn ledge f r a sample engΛneer s½r eQ r unΛ::; perf rmance crΛ::erΛa and range s::a::emen::: f r an engΛneer s½r eQ r pr gram elemen::; and the "TΛme:: HΛgher Ed½ca::Λ n S½pplemen::" q½e:::Λ nnaΛre and re::p n::e::. C n::aΛn:: 158 reference::. (MN)

ED 408 459 CE 074 256

ErΛk:: n, ErΛk H.
The LΛfe CQcle C mple::ed. E¤::ended Ver::Λ n Λ::h Ne Chap::er:: n the NΛn::h S::age f De el pmen:: bQ J an M. ErΛk:: n.
PUB DATE- 97
NOTE- 134p.

AchΛe Λng Se¤ Eq¼Λ∷Q thr ¼gh S∷¼den∷∷. "Eq¼Λ∷Q in Ed¼ca∷Λ n."
PUB DATE- 96
NOTE- 140p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC06 Pl¼∷ P ∷∷age.
PUB TYPE- G¼Λde∷/Me∷h d∷/TechnΛq¼e∷ (F r Prac∷Λ∷Λ ner∷) - N n-Cla∷∷r m U∷e (F r AdmΛnΛ∷∷ra∷Λ e and S¼pp r∷ S∷aff, and f r Teacher∷, Paren∷∷, ClergQ, e∷c. in N n-Cla∷∷r m sΛ∷¼a∷Λ n∷) (055)
DESCRIPTORS- *Career Ch Λce; *Career Ed¼ca∷Λ n; HΛgh Sch l S∷¼den∷∷; In∷ermedΛa∷e Grade∷; Leader∷ G¼Λde∷; *Leader∷hΛp TraΛnΛng; LearnΛng Ac∷Λ Λ∷Λe∷; MΛddle Sch l∷; N n∷radΛ∷Λ nal Occ¼pa∷Λ n∷; *Peer TeachΛng; Sec ndarQ Ed¼ca∷Λ n; *Se¤ FaΛrne∷∷; Se¤ S∷ere ∷Qpe∷; Se¤¼al Hara∷∷men∷; TeachΛng Me∷h d∷; W rk A∷∷Λ∷¼de∷; W rk∷h p∷
IDENTIFIERS- MΛchΛgan; MΛddle Sch l S∷¼den∷∷

ASETS (AchΛe Λng Se¤ Eq¼Λ∷Q Thr ¼gh S∷¼den∷∷) i∷ a peer leader∷hΛp pr gram de∷Λgned t prepare MΛchΛgan hΛgh sch l s∷¼den∷∷ t de el p and pre∷en∷ se¤-eq¼Λ∷able career-rela∷ed pr gram∷ t mΛddle sch l s∷¼den∷∷. The empha∷Λ∷ i∷ n career decΛ∷Λ n makΛng ba∷ed up n career in∷ere∷∷∷ ra∷her than gender. ThΛ∷ handb k i∷ a g¼Λde f r a 2-daQ rk∷h p de∷Λgned t help traΛner∷ traΛn team∷ f ad Λ∷ r∷ and s∷¼den∷∷ t pre∷en∷ the career-rela∷ed se¤-eq¼Λ∷able pr gram t mΛddle sch l s∷¼den∷∷. I∷ c n∷Λ∷∷∷ f pre∷en∷a∷Λ n n ∷e∷ f r traΛner∷, learnΛng ac∷Λ Λ∷Λe∷, and a s∷¼den∷ handb k f r the peer leader∷ t u∷e in makΛng theΛr pre∷en∷a∷Λ n∷ t the Q ¼nger s∷¼den∷∷. T pΛc∷ c ered incl¼de the f ll Λng: g al∷, plannΛng the rk∷h p, ma∷erΛal∷ needed, agenda∷ f r the rk∷h p daQ∷, se¤-faΛrne∷∷ a arene∷∷-b¼ΛldΛng ac∷Λ Λ∷Λe∷, s∷¼den∷ pre∷en∷a∷Λ n technΛq¼e∷, s∷¼den∷ pre∷en∷a∷Λ n∷, and an ann ∷a∷ed lΛ∷∷ f 41 vΛde ∷ape∷ n gender bΛa∷, medΛa s∷ere ∷QpΛng, n n∷radΛ∷Λ nal cc¼pa∷Λ n∷, and se¤¼al hara∷∷men∷ tha∷ can be b rr ed fr m the MΛchΛgan Cen∷er f r Career and TechnΛcal Ed¼ca∷Λ n. (KC)

ED 408 478 CE 074 280

F ∷∷er, Jan; SΛm nd∷, Be∷∷Q
Al∷erna∷Λ e S¼pp r∷ SQ∷∷em∷ f r N n∷radΛ∷Λ nal S∷¼den∷∷ in V ca∷Λ nal Ed¼ca∷Λ n. Re Λ∷ed.
PUB DATE- 95
NOTE- 44p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC02 Pl¼∷ P ∷∷age.
PUB TYPE- G¼Λde∷/Me∷h d∷/TechnΛq¼e∷ (F r Prac∷Λ∷Λ ner∷) - N n-Cla∷∷r m U∷e (F r AdmΛnΛ∷∷ra∷Λ e and S¼pp r∷ S∷aff, and f r Teacher∷, Paren∷∷, ClergQ, e∷c. in N n-Cla∷∷r m sΛ∷¼a∷Λ n∷) (055)
DESCRIPTORS- Career Ch Λce; Men∷ r∷; *N n∷radΛ∷Λ nal Occ¼pa∷Λ n∷; *N n∷radΛ∷Λ nal S∷¼den∷∷; Occ¼pa∷Λ nal A∷pΛra∷Λ n; Peer C ¼n∷elΛng; *P¼pΛl Per∷ nnel Ser Λce∷; R le M del∷; Sch l DΛ∷∷rΛc∷∷; Sec ndarQ Ed¼ca∷Λ n; Se¤ BΛa∷; Se¤ FaΛrne∷∷; Se¤ S∷ere ∷Qpe∷; S cΛal S¼pp r∷ Gr ¼p∷; S∷a∷e Pr gram∷; S∷¼den∷ OrganΛΛa∷Λ n∷; *V ca∷Λ nal Ed¼ca∷Λ n
IDENTIFIERS- MΛchΛgan

ThΛ∷ man¼al ha∷ been de el ped t a∷∷Λ∷∷ sch l dΛ∷∷rΛc∷∷ in MΛchΛgan in theΛr eff r∷∷ t re∷aΛn s∷¼den∷∷ h ha e made v ca∷Λ nal ed¼ca∷Λ n ch Λce∷ tha∷ are n n∷radΛ∷Λ nal f r theΛr se¤. The man¼al pr Λde∷ sch l dΛ∷∷rΛc∷∷ Λ∷h f ¼r al∷erna∷Λ e aQ∷ f s¼pp r∷Λng n n∷radΛ∷Λ nal v ca∷Λ nal ed¼ca∷Λ n s∷¼den∷∷: (1) n n∷radΛ∷Λ nal s∷¼den∷ cl¼b; (2) team s¼pp r∷ sQ∷∷em; (3) peer c ¼n∷elΛng; and (4) ad¼l∷ men∷ r∷ and n n∷radΛ∷Λ nal r le m del∷. Each f the∷e f ¼r appr ache∷ i∷

f rea:: n::. F r e::ample, the hAgh c :::: f traAnAng bQ b½::Ane::::e:: ½ld be pa::::ed n t c n::½mer::, re::½l::Ang in hAgher prAce::. In addA::A n, manQ small b½::Ane::::e:: cann :: aff rd traAnAng, and unempl Qed per:: n:: ½ld n :: benefA:: fr m b½::Ane:::: traAnAng, sAnce theQ ½ld n :: be able t b::aAn i::. DA::abled and dA::ad an::aged pe ple ½ld n :: be lAkelQ t b::aAn traAnAng fr m empl Qer::. Beca½::e s cAe::Q benefA:::: fr m v ca::A nal traAnAng f r a n½mber f rea:: n::, s½ch a:: m re happAlQ empl Qed pe ple and le:::: crAme, s cAe::Q a:: a h le sh ½ld paQ f r m½ch f v ca::A nal ed½ca::A n A::hAn the sch l sQ::::em a:: ell a:: thr ½gh lAfel ng learnAng pp r::½nA::Ae:: f r per:: n:: h ha e c mple::ed sch l and need r an:: t re::raAn. S cAe::al s½pp r:: f r v ca::A nal ed½ca::A n i:: impera::A e f r the UnA::ed S::a::e:: t prepare rker:: f r the technAcal age f t daQ and t m rr . (KC)

ED 408 499 CE 074 323

F½::ch, Gene E.
The V ca::A nal Dean: FAr:::: LAne Leader::hAp and Managemen:: SkAll:: Req½Ared in the Ne W rkplace f Inf rma::A n and Techn l gQ.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- EnglA::h
EDRS PrAce- MF01/PC01 Pl½:: P ::::age.
PUB TYPE- Inf rma::A n AnalQ::e::/S::a::e- f-::he-ar:: Ma::erAal:: (070)
DESCRIPTORS- AdmAnA::::ra:: r A::::A::½de::; AdmAnA::::ra:: r Beha A r; AdmAnA::::ra:: r Charac::erA::::Ac::; AdmAnA::::ra:: r Re::p n::AbAlA::Q; *AdmAnA::::ra:: r R le; *C llege Pr gram::; *Dean::; *Ed½ca::A nal Impr emen::; Ed½ca::A nal Need::; Ed½ca::A nal Trend::; *F½::½re:: (f S cAe::Q); HAgher Ed½ca::A n; J b SkAll::; TechnAcal Ed½ca::A n; T Year C llege::; *V ca::A nal DArec:: r::; V ca::A nal Ed½ca::A n

PreparAng t daQ'::: rk f rce f r f½::½re techn l gAcal change:: i:: par:: f the mA::::A n f in::::A::½::A n:: f hAgher ed½ca::A n. A pA ::al r le in er::eeAng and managAng thA:: f½nc::A n i:: plaQed bQ v ca::A nal dean::, h are re::p n::Able f r er::eeAng the traAnAng and de el pmen:: f b ::h s::½den:::: and in::::r½c::A nal s::aff. Dean:: need managemen:: and c nflAc:: re:: l½::A n skAll:: in rder t pr Ade a vA::A n and lead s::aff and s::½den:::: hAle en::½rAng the sm ::h fl f daQ-:: -daQ pera::A n::. V ca::A nal dean:: are re::p n::Able f r e al½a::Ang and m nA:: rAng s::½den::::' acq½A::A::A n f j b skAll::, maAn::aAnAng g d rela::A n::hAp:: A::h the b½::Ane:::: c mm½nA::Q and ad A:: rQ b ard::, enablAng and accep::Ang fac½l::Q inp½::, and f ::::erAng s::aff pr fe::::A nal de el pmen:: in rder t implemen:: ne idea::. V ca::A nal dean:: a:: c mm½nA::Q r technAcal c llege:: can take 15 s::ep:: t crea::e thA:: en Ar nmen::, incl½dAng lA Ang bQ the hAghe:::: le el f in::egrA::Q and e::hAc::, se::::Ang and de el pAng prA rA::Ae::, beAng t ½gh b½:: faAr A::h pe ple, and belAe Ang in c rp ra::e cA::AAen::hAp. The v ca::A nal dean::' abAlA::Ae:: in de el pAng a pr fe::::A nal team f v ca::A nal in::::r½c:: r:: and in::erfacAng A::h the b½::Ane:::: c mm½nA::Q All facAlA::a::e the acq½A::A::A n f rk-rela::ed and j b c mpe::encQ-ba::ed skAll:: bQ the rker:: f t m rr . (C n::aAn:: 30 reference::.) (KC)

ED 408 500 CE 074 326

Brack, Greg; McCar::hQ, ChrA:::: pher J.
Tran::ac::A nal M del f C pAng, AppraA::al::, and Em ::A nal Reac::A n:: t S::re::::.
PUB DATE- A½g 96
NOTE- 30p.; Paper pre::en::ed a:: the Ann½al Mee::Ang f the AmerAcan P::Qch l gAcal A:::: cAa::A n (T r n:: , On::arA , Canada, A½g½:::: 9-

ED 408 518 CG 027 754

Seem, Susan R.; And Others
Gender-Role Stereotypes in Clinical Judgments.
PUB DATE- 10 Aug 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Psychology; *Counselor Attitudes; Counselor Characteristics; Counselor Client Relationship; Counselor Evaluation; Counselor Training; Evaluative Thinking; Higher Education; *Psychological Evaluation; *Sex Bias; *Sex Role; Stereotypes
IDENTIFIERS- Clinical Competence

To test a previous study on therapists' bias and to investigate whether gender-role stereotypes continue to influence judgments of mental health workers, 55 Master's-level counselors-in-training, from 2 different programs, were administered questionnaires. Each item in the questionnaire was rated on a seven-point scale, with one pole being typically masculine and the other pole being typically feminine. Each questionnaire was preceded by the directions, "Imagine that you are going to meet a person for the first time and the only thing you know in advance is that the person is an 'adult male,' 'adult female,' or 'adult'". Preliminary analyses of the responses suggest that gender-role stereotypes affect counselors-in-training to a lesser extent when compared to participants in a 1970 study. Nevertheless, these stereotypes are still present when judging the mental health of women, men, and adults. The results are inconclusive because of the small number of participants, particularly male participants (N=16). Additional data is being collected to follow up on the findings in both the factor analyses and the agreement scores. (RJM)

ED 408 519 CG 027 758

Quick, Matthew; And Others
Vocational Rehabilitation within a V.A. Medical Center.
PUB DATE- Aug 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Career Counseling; Career Guidance; *Disabilities; *Holistic Approach; Program Descriptions; *Rehabilitation; Retraining; *Veterans; Veterans Education; Vocational Education; *Vocational Rehabilitation; Work Experience
IDENTIFIERS- *Veterans Administration

Many military veterans struggle with substance abuse, homelessness, physical and emotional disabilities, disappointing work histories, and low income. A vocational rehabilitation program at a Veterans' Administration medical center, designed to help veterans with some of these struggles, is described here. Personnel work within the context of each individual's circumstances to instill a sense of hope and self-

NOTE- 14p.; Paper pre‼en‼ed a‼ the Ann¥al Mee‼Λng f the AmerΛcan Ed¥ca‼Λ nal Re‼earch A‼‼ cΛa‼Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ‼h
EDRS PrΛce- MF01/PC01 Pl¥‼ P ‼‼age.
PUB TYPE- Rep r‼‼ - Re‼earch/TechnΛcal (143),Speeche‼, C nference Paper‼, "Paper‼ Pre‼en‼ed a‼..." (150)
DESCRIPTORS- Ad le‼cen‼‼; *Female‼; In‼er en‼Λ n; *Leader‼hΛp TraΛnΛng; Pr gram De‼crΛp‼Λ n‼; Pr gram Effec‼Λ ene‼‼; Sec ndarQ Ed¥ca‼Λ n; *Self E‼‼eem; S‼¥den‼ A‼‼Λ‼¥de‼; *Y ¥‼h Leader‼
IDENTIFIERS- Gender TraΛnΛng

Leader‼hΛp ed¥ca‼Λ n ha‼ sh n the effec‼Λ ene‼‼ f iden‼ΛfQΛng and de el pΛng leader‼hΛp skΛll‼ in ad le‼cen‼‼. ThΛ‼ i‼ e‼pecΛallQ imp r‼an‼ f r ad le‼cen‼ gΛrl‼, h f‼en a‼‼rΛb¥‼e s¥cce‼‼ t e‼‼ernal f rce‼ ra‼her than them‼el e‼. T mee‼ thΛ‼ need, an er Λe f the de‼Λgn, g al‼, ac‼Λ Λ‼Λe‼ and impac‼ f a unΛ er‼Λ‼Q-‼p n‼ red, t - eek re‼Λden‼Λal leader‼hΛp pr gram f r Q ¥ng men i‼ e¤amΛned here. The pr gram i‼ de‼Λgned t e¤p ‼e Q ¥ng men t the hΛ‼‼ rΛcal, s cΛ l gΛcal, and p lΛ‼Λcal impac‼ f men leader‼ s a‼ t help par‼ΛcΛpan‼‼ de el p self-c nfΛdence and ner‼hΛp f leader‼hΛp skΛll‼ and talen‼‼, and t help them per‼e ere in carrQΛng ¥‼ ta‼k‼ req¥ΛrΛng leader‼hΛp skΛll‼. Af‼er de‼crΛbΛng the challenge‼ faced bQ Q ¥ng men, a de‼aΛled de‼crΛp‼Λ n f the pr gram i‼ ffered. Pr gram e al¥a‼Λ n a‼ mea‼¥red Λ‼h an a‼‼Λ‼¥de q¥e‼‼Λ nnaΛre admΛnΛ‼‼ered n the fΛr‼‼ daQ f the pr gram, f ll ed bQ an ‼her q¥e‼‼Λ nnaΛre admΛnΛ‼‼ered f ¥r m n‼h‼ af‼er pr gram c mple‼Λ n. W men fr m ar ¥nd the s‼a‼e (N=52) par‼ΛcΛpa‼ed in the pr gram. S¥r eQ re‼¥l‼‼ ere gr ¥ped under three headΛng‼: increa‼ed a arene‼‼ f the need f r men in leader‼hΛp p ‼Λ‼Λ n‼, enc ¥ragemen‼ f the gΛrl‼ t seek pp r‼¥nΛ‼Λe‼ f r leader‼hΛp p ‼Λ‼Λ n‼, and impr ed self-c nfΛdence. AnalQ‼Λ‼ f the re‼p n‼e‼ indΛca‼ed tha‼ all three area‼ ere p ‼Λ‼Λ elQ affec‼ed. (RJM)

ED 408 538   CG 027 807

BΛddΛng‼ n, Car l M.
Safer Se¤ W rk‼h p‼ f r EnhancΛng Self-E‼‼eem.
PUB DATE- Mar 97
NOTE- 20p.; Paper pre‼en‼ed a‼ the Ann¥al Mee‼Λng f the AmerΛcan Ed¥ca‼Λ nal Re‼earch A‼‼ cΛa‼Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ‼h
EDRS PrΛce- MF01/PC01 Pl¥‼ P ‼‼age.
PUB TYPE- Rep r‼‼ - Re‼earch/TechnΛcal (143),Speeche‼, C nference Paper‼, "Paper‼ Pre‼en‼ed a‼..." (150),Te‼‼, Q¥e‼‼Λ nnaΛre‼, E al¥a‼Λ n In‼‼r¥men‼‼ (160)
DESCRIPTORS- *Acq¥Λred Imm¥ne DefΛcΛencQ SQndr me; *C llege S‼¥den‼‼; HΛgher Ed¥ca‼Λ n; Pre en‼Λ n; Self C ncep‼; *Self E‼‼eem; *Se¤¥alΛ‼Q; SkΛll De el pmen‼; S‼¥den‼ Welfare; *W rk‼h p‼
IDENTIFIERS- Pre en‼Λ e Ed¥ca‼Λ n; *Safe Se¤ Prac‼Λce‼; Se¤¥al A‼‼Λ‼¥de‼; Se¤¥al Rela‼Λ n‼hΛp‼; Se¤¥allQ Tran‼mΛ‼‼ed DΛ‼ea‼e‼

Al‼h ¥gh the mechanΛ‼m‼ f tran‼mΛ‼‼Λ n f the H¥man Imm¥n defΛcΛencQ VΛr¥‼ (HIV) are ell kn n, the elΛmΛna‼Λ n f HIV infec‼Λ n‼ remaΛn‼ a maj r s cΛal pr blem. WhΛle tradΛ‼Λ nal ed¥ca‼Λ n technΛq¥e‼ ha e been effec‼Λ e in increa‼Λng kn ledge le el‼, theQ ha e n ‼ been adeq¥a‼e in changΛng se¤¥al beha Λ r. SΛnce s‼¥den‼‼' self-e‼‼eem plaQ‼ a maj r r le in de‼ermΛnΛng beha Λ r, the effec‼‼ f skΛll-b¥ΛldΛng ac‼Λ Λ‼Λe‼ n the self-e‼‼eem f s‼¥den‼‼ h par‼ΛcΛpa‼ed in safer-‼e¤ rk‼h p‼ i‼ in e‼‼Λga‼ed here.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Alcohol Abuse; Children; Drinking; Drug Education; Elementary School Students; *Illegal Drug Use; Intermediate Grades; *Marijuana; Middle Schools; National Surveys; *Peer Acceptance; Secondary Education; Secondary School Students; *Student Attitudes; Student Behavior; *Student Problems
IDENTIFIERS- *Drug and Alcohol Survey; Middle School Students

Recent research on middle and senior high school students showed a reversal of previous declines in smoking marijuana and using drugs other than marijuana, a decline in students' personal disapproval of marijuana, and a high prevalence of alcohol use. Students' reports of peer approval, availability, and use at school of alcohol, marijuana, and other drugs are examined in connection with school and student characteristics in this report. Data are from the 1993 National Household Education Survey conducted by Westat for the National Center for Education Statistics (NCES). Data were collected by phone interviews using a national sample of students (n=6,504) in grades 6 through 12. Results varied by type of substance; students were more likely to report peer approval of alcohol than of marijuana or of other drugs. Peer approval also changed, with students more likely to report peer approval of alcohol, marijuana, and other drugs as students advanced through school. Almost one-third of students reported easy availability of alcohol and marijuana at school, and about one-third reported seeing students at school under the influence of alcohol. The availability and use of drugs other than alcohol and marijuana were less common. Approximately 80 percent of the students reported that they participated in some type of alcohol/drug education in the current school year but access to drugs and alcohol was nearly the same with this group as with students who reported no alcohol/drug education programs. (RJM)

ED 408 557 CG 028 051

Anderman, Eric M.; And Others
Motivation and Cheating during Early Adolescence.
SPONS. AGENCY- Kentucky Univ., Lexington. Inst. on Education Reform.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 97
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Need; *Cheating; Children; Early Adolescents; Elementary School Students; Grade 6; Grade 7; Grade 8; Honesty; Intermediate Grades; Junior High School Students; Junior High Schools; *Learning Motivation; Middle Schools; *Student Attitudes; *Student Behavior; *Student Motivation
IDENTIFIERS- Academic Competition; *Academic Structure

Why do some adolescents cheat and others do not? To answer that question, the relationship between motivational factors and self-reported cheating beliefs and behaviors was examined in a sample of early adolescents. It was hypothesized that cheating and beliefs in the acceptability of cheating would be more likely to occur when students perceived an emphasis on performance and ability, rather than on mastery and improvement. Questionnaires were administered to 285 students

Noble, Michael
A Post-It-Note Pedagogy: Investigating the "petit recit" in an Emergent Model of the Writing Process.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinion/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Creative Expression; Higher Education; *Instructional Innovation; Models; *Writing (Composition); *Writing Instruction; *Writing Processes; *Writing Strategies
IDENTIFIERS- *Post It Notes; Textuality

Perhaps writing is equated with process. But, there are too many complicating factors that make it difficult to evaluate the success or failure of prewriting and drafting assignments--the process and the value of each step is different for each individual. By teaching students to recognize the cultural contingencies of textuality, the status of the student essay as a neutral "product" is undermined because of the sheer heterogeneity and multiplicity of social, sexual, historical, and economic interactions that are not totally visible in the writing process. Teaching against the process benefits students because it performs the dual function of pulling out what they already know about writing while simultaneously critiquing the process that for many students has become too "cliched." Writing can be experienced as an "emergence," as in the open model developed by Chris Langton, a complexity theorist engaged at the Santa Fe Institute which observes complexity in a range of disciplines. Post-It Notes can be used as a means of demonstrating the function of the chaotic in creativity, placed in books, on the periphery of a computer screen, on papers being written, to signify hunches and potentialities rather than ordered ideas. As a critique of process, Post-Its (the "petit recits"--the little narrative) achieve a reprocessing and a remembering that is non-linear because they maintain presence through their instability and because their material ontology presents assimilation into the evolving meta-structures. (Contains 11 references.) (CR)

ED 408 578 CS 215 844

Topper, Andrew
Comparing Face-to-Face and Electronic Discourse: Issues and Questions Raised in a Research Study.
PUB DATE- Mar 97
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Comparative Analysis; Computer Uses in Education; *Discourse Analysis; *Electronic Mail; Group Discussion; Higher Education; *Interpersonal Communication; Interpersonal Relationship
IDENTIFIERS- Academic Community; *Discourse Communities; *Face to Face Communication

question of textual "ownership" in a writing center context, blurring the boundary between "just tutoring" and "plain cheating." Further, this calls into question the nature of a writing tutorial that challenges the student's ownership of what s/he produces. Contains seven references. (Author/RS)

ED 408 596   CS 215 875

Holm, Janis Butler
Standard English and Student Anger.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinion Papers/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Anger; Classroom Techniques; English Instruction; Higher Education; Language Usage; Student Alienation; *Student Attitudes; *Student Reaction; *Teacher Response; Teacher Role; Teacher Student Relationship; Writing (Composition); *Writing Instruction
IDENTIFIERS- Teaching Perspectives

College composition teachers face serious difficulties with student anger in trying to teach writing to poorly prepared students who do not see the need for learning standard English. Most teachers would agree that they are trying to teach writing in a much harsher, less receptive climate produced by powerful social forces over which they have little control. The new intensity of students' anger comes from a population that is waking up from the American Dream. Some guidelines for teacher response are: (1) expect anger; (2) do not assume that the value of what is being taught is self-evident; (3) acknowledge the arbitrary nature of accepted language use; (4) establish a consistent and trustworthy authority; and (5) keep in mind the difficulty of learning standard English. (CR)

ED 408 597   CS 215 876

Donoghue, Mildred R.
Literature, Science, and Cooking in the Primary Grades.
PUB DATE- Jun 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Class Activities; *Cooking Instruction; Fiction; *Literature Appreciation; Nonfiction; Primary Education; *Reading Material Selection; *Recipes (Food); *Science Instruction
IDENTIFIERS- California; Cook Books; Information Books

Since the balanced literacy program presently mandated in California makes literature an integral part of the curriculum and leaves even less time for study of the sciences, this annotated bibliography provides some recommended literature together with the science concepts that evolve from those books. The bibliography also offers cooking recipes that young children can prepare in a classroom setting--all the recipes relate to the literature titles and the science concepts therein. The fiction and non-fiction titles in the bibliography can be located in publications of the National Council of Teachers of English, the International Reading Association, and/or in one or more of the California literature frameworks. Titles in the bibliography are divided into 3 categories: life sciences (18 titles), earth sciences (19 titles), and physical rΛ∷Λng pr mp∷∷, n¥mer ¥∷ s∷¥den∷ f rm∷, a peer re Λ∷Λ n checklΛ∷∷, and a rΛ∷Λng b∷er a∷Λ n checklΛ∷∷.) (A¥∷h r)

ED 408 618 CS 215 914

Page, MΛrΛam Demp∷eQ
ClΛff rd Geer∷Λ and BeQ nd: The In∷erpre∷Λ e In∷er Λeñ/E∷∷aQ and Refle¤Λ e E∷hn graphQ.
PUB DATE- Mar 97
NOTE- 15p.; Paper pre∷en∷ed a∷ the Ann¥al Mee∷Λng f the C nference n C llege C mp ∷Λ∷Λ n and C mm¥nΛca∷Λ n (48∷h, Ph enΛ¤, AZ, March 12-15, 1997).
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl¥∷ P ∷∷age.
PUB TYPE- OpΛnΛ n∷/Per∷ nal VΛeñp Λn∷∷/P ∷Λ∷Λ n Paper∷/E∷∷aQ∷ (120),Rep r∷∷ - E al¥a∷Λ e/Fea∷ΛbΛlΛ∷Q (142),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- A¥∷ bΛ graphΛe∷; *C¥l∷¥ral C n∷e∷∷; E∷∷aQ∷; *E∷hn graphQ; HΛgher Ed¥ca∷Λ n; In∷∷r¥c∷Λ nal Inn a∷Λ n; *In∷er Λe ∷; *Lang¥age R le; Per∷ nal Narra∷Λ e∷; *Re∷earch Me∷h d l gQ; S∷ rQ TellΛng
IDENTIFIERS- A¥∷h r∷hΛp; *Geer∷Λ (ClΛff rd); *In∷erpre∷Λ e Re∷earch; WrΛ∷Λng ThΛnkΛng Rela∷Λ n∷hΛp

In "The U∷e∷ f DΛ er∷Λ∷Q," the in∷erpre∷Λ e an∷hr p l gΛ∷∷, ClΛff rd Geer∷Λ, saQ∷ tha∷ Λ∷ Λ∷ imp ∷∷Λble t c mple∷elQ ge∷ in∷Λde the p Λn∷ f vΛe f an ∷her c¥l∷¥re. Geer∷Λ c n∷end∷, h e er, tha∷ de∷pΛ∷e m¥l∷Λple v Λce∷ in the gr Λng b dQ f refle¤Λ e e∷hn graphΛe∷ there Λ∷ s∷Λll an a¥∷h r c mp ∷Λng the rk. Be∷Λde∷ Geer∷Λ, refle¤Λ e e∷hn graphΛe∷ ha e been elab ra∷ed bQ Pa¥l RabΛn , Marj rΛe Sh ∷∷ak, KΛrΛn NaraQan, and ∷her∷. In an ∷her fr m f refle¤Λ e e∷hn graphQ, the in∷erpre∷Λ e in∷er Λe /e∷∷aQ, the c¥l∷¥re Λ∷ learned ab ¥∷ thr ¥gh s∷ rΛe∷, a¥∷ bΛ graphΛe∷, and per∷ nal narra∷Λ e∷--∷he a¥∷h r vΛ∷ΛblQ in∷erac∷∷ Λ∷h the "∷∷ rQ∷eller." The in∷er Λeñ can lean t ard the f rmal r be c n er∷a∷Λ nal; Λ∷ can be a dΛal g¥e be∷ een t pe ple r am ng a ne∷ rk f pe ple, b¥∷ the a¥∷h r/Λn∷er Λe er Λ∷ s∷Λll the inΛ∷Λa∷ r and s∷Λll ha∷ the la∷∷ rd. The in∷erpre∷Λ e in∷er Λe /e∷∷aQ∷ tha∷ s∷¥den∷∷ a∷ the UnΛ er∷Λ∷Q f P¥er∷ RΛc a∷ MaQag¥eΛ rΛ∷e are sΛmΛlar t refle¤Λ e a¥∷ bΛ graphΛe∷, b¥∷ Λ∷h s me dΛfference∷: the s¥bjec∷ r s¥bjec∷∷ beΛng in∷er Λe ed can be alΛ e r dead, lΛ∷eral r fΛc∷Λ nal. S∷¥den∷∷ are n ∷ gΛ en t pΛc∷, nlQ rhe∷ rΛcal s∷Λm¥l¥∷, s theQ maQ be crea∷Λ e Λ∷h the c ncep∷ and the in∷erac∷Λ n Λ∷hΛn the f rm. Wha∷ ha∷ happened a∷ refle¤Λ e e∷hn graphQ ha∷ bec me a re∷pec∷ed b dQ f an∷hr p l gΛcal lΛ∷era∷¥re Λ∷ a change in ha∷ c n∷∷Λ∷¥∷e∷ valΛd scΛence. The in∷erpre∷Λ e in∷er Λe /e∷∷aQ Λ∷ an a∷∷emp∷ bQ refle¤Λ e e∷hn grapher∷ and ∷her∷ t in Λ∷e thr ¥gh f rm and lang¥age be∷∷er under∷∷andΛng f ha∷ Λ∷ mean∷ t be h¥man. (C n∷aΛn∷ 12 reference∷.) (NKA)

ED 408 619 CS 215 915

Chapman, ChrΛ∷; And O∷her∷
S∷¥den∷ In∷ere∷∷ in Na∷Λ nal Neñ∷ and I∷∷ Rela∷Λ n t Sch l C ¥r∷e∷. S∷a∷Λ∷∷Λc∷ in BrΛef.
SPONS. AGENCY- OffΛce f Ed¥ca∷Λ nal Re∷earch and Impr emen∷ (ED), Wa∷hΛng∷ n, DC.
PUB DATE- J¥l 07
NOTE- 11p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl¥∷ P ∷∷age.
PUB TYPE- N¥merΛcal/Q¥an∷Λ∷a∷Λ e Da∷a (110),Rep r∷∷ - Re∷earch/TechnΛcal (143)

IDENTIFIERS- Authentic Assessment; *Communication Competencies; *Oral Communication Across the Curriculum; Speaking and Listening across Disciplines

Focusing exclusively on the art and science of oral communication for grades K-8, this book explains fundamental concepts in contemporary oral communication instruction and suggests practical strategies for implementing a competency-based approach to oral communication in an integrated classroom setting. The book also emphasizes oral communication as a process that involves both speaking and listening; outlines specific competencies and authentic assessment methods for speaking and listening; includes exercises to help create a safe and inclusive classroom, along with tools to identify communication apprehension; and provides specific oral communication exercises for K-2, 3-5, and 6-8 for use in integrated language arts programs. Chapters in the book are: (1) Positioning Oral Communication within the Language Arts; (2) The Importance of a Communication-Friendly Classroom; (3) Building Oral Communication Competency in a Variety of Contexts; (4) Focus on Listening; (5) Authentic Performance Assessments: Evaluating Oral Communication Competency; (6) Making the Most of Your Language Arts Textbook; (7) Exercises and Activities for Grades K through 2; (8) Exercises and Activities for Grades 3 through 5; (9) Exercises and Activities for Grades 6 through 8; and (10) Competitive Speech and Debate, Moot Courts, and Activities with Community Involvement. An appendix describes developing an oral communication lab and resource center. (RS)

ED 408 638 CS 509 532

Walker, Albert, Ed.
PR Bibliography, 1997.
PUB DATE- 97
NOTE- 252p.; For the 1996 edition, see ED 397 459.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Administration; Annotated Bibliographies; Business Communication; *Ethics; Higher Education; Labor Relations; Marketing; Mass Media; *Media Research; *Public Relations; Speech Communication; Writing Skills
IDENTIFIERS- Crisis Management; Professional Concerns; Research Synthesis; Visual Communication

Based on searches of nearly 200 periodicals as well as publishers' flyers and brochures from 30 major publishing houses and university presses, this annotated bibliography presents a representative collection of books and journal articles related to the knowledge and practice of public relations published in 1996. The annotated bibliography is subdivided into 36 categories, including business credibility and ethics; business responsibility; speech communication; visual communication; radio/TV; community relations; crisis management; education; employee relations; history; international relations; law; management; marketing; public relations schools; research; and writing techniques. An alphabetical list of the journals searched is attached. (RS)

ED 408 639 CS 509 533

Meeks, Lynn Langer
Fundamentals of Communication: A Course of Study for the Mandated One Credit Speech Course.
PUB DATE- 91

commodity becomes the basis for national and commercial advantage within the global economy; its computerized uses in the military provide the basis for enhanced state security and international monitoring. Knowledge has already become the principal force of production, changing the composition of the work force in developed countries. Educational theory should seek to critique existing metanarratives that legitimize education in universal terms. At the same time it must respect the culturally specific forms of plural forms of oppression as the intersection of class, race, and gender. (Contains 47 references). (LMI)

ED 408 658 EA 028 378

Shufro, Pamela Reed
Curriculum in Conflict: The Need for Dialogue.
PUB DATE- Mar 97
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Preparation; Educational Objectives; *English Curriculum; English Instruction; *English Teachers; High School Seniors; High Schools; Parent Attitudes; Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; Teacher Attitudes

Despite reforms that argue for parental participation in schools, little is known about parents' and teachers' views on curriculum issues. This paper presents findings of a case study of a suburban high school that identified parents' perceptions of what constitutes the "ideal" English curriculum for today's high school seniors, and compared parents' views with those of their children's teachers. Data were gathered through interviews with 24 parents of high school seniors and all 10 English faculty members at a high school located in a middle-class suburb in a northeastern city. The case study showed that teachers and parents held conflicting views on curriculum goals, content, and teaching methods for the English curriculum, but that the lack of communication about these issues led to both a climate of suspicion and a lack of parental support for teachers' efforts in the classroom. Lack of a deliberative process also kept teachers and community members stymied about how to institute educational change. It is recommended that educators initiate a dialogue between parents and teachers; that teachers address their profession's lack of knowledge about the effects of various instructional practices and address criticisms directly; and that parents take an active role in disseminating information.The appendix includes three English curriculum scenarios. (Contains 21 references). (LMI)

ED 408 659 EA 028 379

Roellke, Christopher
The Process of Allocating Human Resources in an Era of Education Reform: The Practitioner's Perspective.
PUB DATE- Mar 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English

Recovery; (8) Computer Assisted Instruction; (9) Extended Time Projects; and (10) Tutoring Program ("locally adapted"). Methods included visits to 25 program sites (2 visits per year at each school), document analysis, observation, and interviews. Ten issues appeared to hinder the successful, full implementation of each reform effort: financing; leadership; commitment; perceptions of the general public, of parents, and of students; program staffing; curriculum; political pressures; racial problems; insufficient facilities; and problems of management and scheduling. One figure is included. The appendix contains program descriptions. (Contains five references.) (LMI)

ED 408 677 EA 028 407

Young, Michelle D.
Family Involvement at the Secondary Level: Learning from Texas Borderland Schools.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Family Involvement; *Mexican Americans; Parent Attitudes; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; School Effectiveness; Secondary Education
IDENTIFIERS- *Hispanic American Students; Mexico United States Border; Texas

Thus far, research on family involvement in education has not fully explored how race, ethnicity, and cultural factors influence the expression of parental involvement in different community contexts. This paper provides a portrait of the involvement of Mexican-American parents in secondary schools located along the Texas-Mexico border. The study was conducted as part of the Effective Border Schools Research and Development Initiative (EBSRDI), a collaborative project between the University of Texas and the Region 1 Service Center and School Districts of Texas. The study sought to strengthen parental involvement in school communities where cultural and linguistic diversity, poverty, mobility, and lack of English proficiency presented challenges to both school staff and parents. The paper examines the ways in which successful schools--particularly those enrolling predominantly Mexican-American students from poor, limited-English-proficient, non-English speaking, and/or migrant backgrounds--develop and sustain meaningful parental involvement. Data were obtained from a survey of teachers' practices, site visits, and a review of school documents. The number of schools in the sample is unspecified. The study explored three basic themes: how members of the school communities conceptualized and experienced parent involvement, why they valued it, and how it looked like in practice. Findings indicate that parent involvement was viewed differently by parents and school staff, and that the different views affected both definitions of and reasons for involvement. The paper describes seven best practices for increasing the involvement of Mexican-American parents at the secondary level: (1) fostering communication and information exchange; (2) teaming teachers; (3) maintaining a parent-friendly school environment; (4) establishing parent centers and providing parent coordinators; (5) engaging students and inviting parents; (6) providing more opportunities for parent involvement; and (7) building on Mexican-American culture, values, and experiences. The study also revealed the importance of incorporating the Mexican-American cultural values of rec gnΛΛed per:: nal and rganΛΛa::Λ nal barrΛer::, and iden::ΛfΛed s::ra::egΛe:: t deal Λ::h th ::e barrΛer::. S::Łden:::: e¤amΛned leader::hΛp beha Λ r::, p er rela::Λ n::hΛp::, and rganΛΛa::Λ nal r le::, and selec::ed th ::e tha:: fΛ:: and th ::e tha:: c Łld be s::ra::egΛcallQ adap::ed. The pr ce:::: f de el pΛng a ne vΛe f "::elf" a:: prΛncΛpal helped t bŁΛld a brΛdge fr m teacher t prΛncΛpal and se:: in m ::Λ n change:: in career e¤pec::a::Λ n::. A pr fΛle f ne f the s::Łden:::: i:: inclŁded. T table:: and three fΛgŁre:: are inclŁded. (C n::aΛn:: 24 reference::.) (LMI)

ED 408 696		EA 028 434

SqŁΛre::, Da Λd A.; KranQΛk, R ber:: D.
LΛnkΛng Sch l-Ba::ed G ernance and In::::rŁc::Λ nal Change: A Ca::e S::ŁdQ f T ATLAS Sch l::.
PUB DATE- Mar 97
NOTE- 32p.; Paper pre::en::ed a:: the AnnŁal Mee::Λng f the AmerΛcan EdŁca::Λ nal Re::earch A:::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 PlŁ:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Change S::ra::egΛe::; *EdŁca::Λ nal Change; *EdŁca::Λ nal S::ra::egΛe::; *G ernance; *In::::rŁc::Λ nal De el pmen::; In::ermedΛa::e Grade::; Leader::hΛp; MΛddle Sch l::; *Pr gram Implemen::a::Λ n; Sec ndarQ EdŁca::Λ n
IDENTIFIERS- ATLAS Sch l::
Wha:: are the lΛnkage:: be:: een sch l-ba::ed g ernance and in::::rŁc::Λ nal change ThΛ:: paper de::crΛbe:: h   t   ATLAS sch l:: de el ped the lΛnkage be:: een sch l-ba::ed g ernance and in::::rŁc::Λ nal change. (ATLAS mean:: "c mmŁnΛ::Λe:: f r AŁ::hen::Λc TeachΛng, LearnΛng and A::::e::::men:: f r all S::Łden::::"). ATLAS a:: fŁnded bQ the Ne AmerΛcan Sch l:: De el pmen:: C rp ra::Λ n (NASDC). Da::a ere ga::hered thr Łgh in::er Λe :: Λ::h each sch l'::: plannΛng and managemen:: team and Λ::h indΛ ΛdŁal:: in sch l leader::hΛp r le::. The paper sŁmmarΛΛe:: the chr n l gQ f pr gram implemen::a::Λ n in each sch l. A c nclŁ::Λ n i:: tha:: the sch l:: e en::ŁallQ rganΛΛed ar Łnd b ::h managemen:: and in::::rŁc::Λ nal i::::Łe::, al::h Łgh theΛr appr ache:: ere ba::ed n the l cal c n::e:::: and the "h me" rganΛΛa::Λ n:: f the ATLAS facΛlΛ::a:: r::. B ::h sch l:: ended Λ::h s::r nger in::::rŁc::Λ nal pr gram:: and s::r nger plannΛng-managemen:: team::. ATLAS fŁnc::Λ ned a:: a ca::alQ:::: f r change. The Ł::c me:: p Λn:: t the imp r::ance f the sch l c n::e:::: (fac:: r:: tha:: affec:: implemen::a::Λ n) and prΛncΛpal:: Λ::h facΛlΛ::a::Λ e leader::hΛp s::Qle::. T table:: are inclŁded. (C n::aΛn:: 22 reference::.) (LMI)

ED 408 697		EA 028 435

McCarQ, Mack; And O::her::
U::Λng Acc Łn::abΛlΛ::Q a:: a Le er f r ChangΛng the CŁl::Łre f Sch l::: E¤amΛnΛng DΛ::::rΛc:: S::ra::egΛe::. FΛr:::: EdΛ::Λ n.
SPONS. AGENCY- OffΛce f EdŁca::Λ nal Re::earch and Impr emen:: (ED), Wa::hΛng:: n, DC.
PUB DATE- 97
NOTE- 69p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC03 PlŁ:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- AcademΛc AchΛe emen::; *Acc Łn::abΛlΛ::Q; *Change S::ra::egΛe::; *EdŁca::Λ nal A::::e::::men::; EdŁca::Λ nal Impr emen::; *EdŁca::Λ nal QŁalΛ::Q; Elemen::arQ Sec ndarQ EdŁca::Λ n; E alŁa::Λ n CrΛ::erΛa; OrganΛΛa::Λ nal ClΛma::e; Perf rmance;

book aims to reintegrate the ethical, personal, and political into curriculum discourse and decision making. Educators and policymakers need to think about education as being integrally connected to the cultural, political, and economic institutions of the larger society. Chapters include the following: (1) "Values and Politics in the Curriculum" (Landon E. Beyer and Michael W. Apple); (2) "The Effort to Reconstruct the Modern American Curriculum": (Herbert M. Kliebard); (3) "Contestation and Curriculum: The Efforts of American Socialists, 1900-1920" (Kenneth N. Teitelbaum); (4) "What Goes On in Classrooms? Is This the Way We Want It?" (Kenneth A. Sirotnik); (5) "Models of Curriculum Planning" (George J. Posner); (6) "Curriculum Planning and the State: The Dynamics of Control in Education" (Dennis L. Carlson); (7) "Curriculum and Knowledge Selection" (Philip H. Steedman); (8) "Curriculum Platforms and Literature" (Thomas E. Barone); (9) "Democracy and the Curriculum" (George H. Wood); (10) "Curriculum and the Work of Teachers" (Gail McCutcheon); (11) "Teaching, Gender, and Curriculum" (Sara E. Freedman); (12) "Schooling for the Culture of Democracy" (Landon E. Beyer); (13) "Education, Technology, and the Military" (Douglas D. Noble); (14) "A Critical Analysis of Three Approaches to the Use of Computers in Education" (Michael J. Streibel); (15) "Teaching and Technology: The Hidden Effects of Computers on Teachers and Students" (Michael W. Apple); (16) "The Human Problems and Possibilities of Curriculum Evaluation" (George Willis); and (17) "Social Evaluation of Curriculum" (Michael W. Apple and Landon E. Beyer). Endnotes accompany each article; name and general indices are included. (LMI)

ED 408 715 EA 028 462

Herrington, Carolyn D.; Trimble, Susan
Beyond Equity: The New Politics of State Fiscal Constraints. State of the States: Florida.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinion Papers/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Finance Reform; Fiscal Capacity; *Resource Allocation; School District Wealth; *School Support; State Aid; State Legislation; *Tax Allocation; Tax Effort
IDENTIFIERS- *Florida

Public school funding in Florida differs from other states in a number of important ways. First, Florida has a highly equalized resource-distribution formula resulting in a high degree of interdistrict equity. Second, concerns for quality, while constant, have had to compete with the state's phenomenal growth. Third, the state exercises a much greater degree of control over the level of total funding (state and local) than many other states, which means that public school financing is highly vulnerable to shifts in the financing of other state programs. This paper describes the current condition of education funding for public schools in Florida, reviews the pressures facing educational finance in the state, and analyzes the fiscal, political, and judicial issues they raise. The state funding formula does not address educational need or adequacy. Inadequacy is due to the structurally inadequate tax daQ and re∷Λden∷Λal s∷Kden∷ c Kn∷ f r 1985-95, s∷Kden∷ placemen∷ f r the∷e Qear∷, and dΛ∷abΛlΛ∷Q trend∷. The fΛnal da∷a shee∷ i∷ a c ∷∷ c mparΛ∷ n f n npKblΛc in-∷∷a∷e pr gram∷. (CR)

ED 408 734 EC 305 605

LaPlan∷e, MΛ∷chell P.; And O∷her∷
Inc me and Pr gram Par∷ΛcΛpa∷Λ n f Pe ple Λ∷h W rk DΛ∷abΛlΛ∷Λe∷. DΛ∷abΛlΛ∷Q S∷a∷Λ∷∷Λc∷ Rep r∷ 9.
SPONS. AGENCY- OffΛce f the A∷∷Λ∷∷an∷ Secre∷arQ f r PlannΛng and E alKa∷Λ n (DHHS), Wa∷hΛng∷ n, D.C.; Na∷Λ nal In∷∷. n DΛ∷abΛlΛ∷Q and RehabΛlΛ∷a∷Λ n Re∷earch (ED/OSERS), Wa∷hΛng∷ n, DC.
PUB DATE- Apr 97
NOTE- 36p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC02 PlK∷ P ∷∷age.
PUB TYPE- NKmerΛcal/QKan∷Λ∷a∷Λ e Da∷a (110),Rep r∷∷ - Re∷earch/TechnΛcal (143)
DESCRIPTORS- AdKl∷∷; *Age DΛfference∷; *DΛ∷abΛlΛ∷Λe∷; *Ec n mΛc S∷a∷K∷; Empl Qmen∷ Pa∷∷ern∷; Inc me; Na∷Λ nal SKr eQ∷; *Par∷ΛcΛpan∷ Charac∷erΛ∷∷Λc∷; P er∷Q; *Se¤ DΛfference∷; *Welfare Ser Λce∷; Well BeΛng
IDENTIFIERS- S cΛal SecKrΛ∷Q DΛ∷abΛlΛ∷Q In∷Krance; SKpplemen∷al SecKrΛ∷Q Inc me Pr gram; *W rk DΛ∷abΛlΛ∷Λe∷

ThΛ∷ rep r∷ u∷e∷ da∷a fr m the 1990 SKr eQ f Inc me and Pr gram Par∷ΛcΛpa∷Λ n (n=143.5 mΛllΛ n) t e¤amΛne the rela∷Λ n∷hΛp be∷ een rk dΛ∷abΛlΛ∷Q, S cΛal SecKrΛ∷Q pr gram par∷ΛcΛpa∷Λ n, and ec n mΛc ell-beΛng. The rep r∷ e∷∷Λma∷e∷ the pr p r∷Λ n f pe ple Λ∷h dΛ∷abΛlΛ∷Λe∷ h receΛ e benefΛ∷∷, h thΛ∷ pr p r∷Λ n depend∷ n theΛr dΛ∷abΛlΛ∷Q s∷a∷K∷, and h theQ fare ec n mΛcallQ. Re∷Kl∷∷ indΛca∷e tha∷ men age∷ 60-64 h are unable t rk enj Q grea∷er ec n mΛc ell-beΛng than theΛr female c Kn∷erpar∷∷ r theΛr Q Knger c Kn∷erpar∷∷. O er 94 percen∷ f men aged 60-64 h are unable t rk dra n n n-mean∷-∷e∷∷ed s Krce∷, enablΛng the maj rΛ∷Q t a Λd the p er∷Q tha∷ i∷ m re c mm nplace f r men in thΛ∷ age gr Kp. Y Knger pe ple f rkΛng age (age∷ 18-59) fare mKch r∷e, 27 percen∷ f men and 40 percen∷ f men unable t rk are p r. I∷ i∷ e∷∷Λma∷ed tha∷ f r 1990, 4.3 mΛllΛ n rkΛng-age pe ple are unable t rk and are n ∷ receΛ Λng S cΛal SecKrΛ∷Q DΛ∷abΛlΛ∷Q In∷Krance r SKpplemen∷al SecKrΛ∷Q Inc me. Of the∷e, 3.2 mΛllΛ n pe ple are aged 18-59. Te∷∷∷ and char∷∷ pr Λde inf rma∷Λ n n the empl Qmen∷ s∷a∷K∷ f the rk-re∷∷rΛc∷ed p pKla∷Λ n, s cΛ dem graphΛc charac∷erΛ∷∷Λc∷ f the unable-∷ - rk p pKla∷Λ n, inc me and p er∷Q, age fac∷ r∷, and S cΛal SecKrΛ∷Q dΛ∷abΛlΛ∷Q recΛpΛen∷∷. (CR)

ED 408 735 EC 305 606

La∷ham, Glenn
BehΛnd the Sch l h K∷e D r: EΛgh∷ SkΛll∷ E erQ Teacher Sh Kld Ha e.
SPONS. AGENCY- SpecΛal EdKca∷Λ n Pr gram∷ (ED/OSERS), Wa∷hΛng∷ n, DC.
PUB DATE- Jan 97
NOTE- 19p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 PlK∷ P ∷∷age.
PUB TYPE- GKΛde∷/Me∷h d∷/TechnΛqKe∷ (F r Prac∷Λ∷Λ ner∷) - N n-Cla∷∷r m U∷e (F r AdmΛnΛ∷∷ra∷Λ e and SKpp r∷ S∷aff, and f r Teacher∷, Paren∷∷, ClergQ, e∷c. in N n-Cla∷∷r m sΛ∷Ka∷Λ n∷) (055),Rep r∷∷ - Re∷earch/TechnΛcal (143)

for students with disabilities and at-risk students; and support from nondisabled peers. (Contains 21 references.) (DB)

ED 408 753 EC 305 624

Klauber, Julie; Klauber, Avery
Inclusion & Parent Advocacy: A Resource Guide.
SPONS. AGENCY- New York State Developmental Disabilities Planning Council.
PUB DATE- 96
NOTE- 134p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Child Advocacy; *Disabilities; Early Childhood Education; Elementary Secondary Education; *Inclusive Schools; *Library Collection Development; Mainstreaming; Parent Empowerment; Public Libraries; *Regular and Special Education Relationship; Social Integration; Special Education

This resource guide for public libraries provides an annotated listing of books, pamphlets, and multimedia materials about inclusion and parent advocacy. The introductory material explains inclusion, summarizes legal rights and inclusion terminology for librarians, describes the guide, and identifies some related resources for library collections. Items listed were published from 1985 through 1996. Listings typically provide: title, an evaluative description, bibliographic information, price, and source. Materials are listed alphabetically by title within topical sections. The nine sections cover: (1) general resources for parents, teachers, and community members (42 items); (2) resources for parents, day care providers, and early childhood educators (33 items); (3) resources for administrators, teachers, and support staff (59 items); (4) resources about the social aspects of inclusion (33 items); (5) information and training tools for inclusion facilitators (24 items); (6) resources that include arguments against inclusion (5 items); and (7) resources concerning legal rights and parent advocacy (46 items); (8) sources of free and inexpensive materials (9 items); and (9) bibliographies (14 items). Author and title indexes are provided. (DB)

ED 408 754 EC 305 625

Bergren, Bruce A.
Teacher Attitudes toward Included Special Education Students and Co-Teaching.
PUB DATE- Jul 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Planning; *Disabilities; Elementary Secondary Education; *Inclusive Schools; Inservice Teacher Education; Instructional Effectiveness; Mainstreaming; Social Development; Special Education; *Special Education Teachers; Student Needs; *Student Placement; *Teacher Attitudes; *Teacher Collaboration

A study of 150 regular and special education teachers assessed teacher attitudes toward the inclusion of students with disabilities in the regular classroom and toward co-teaching and collaborative planning to meet the instructional needs of graduation rates and predictor variables by disability group and data on graduation by diploma or certificate. (Contains 12 references.) (DB)

ED 408 772 EC 305 644

Mitchell, Melissa, Ed.
Placement in Regular Classes and Separate Facilities: The Role of Economic and Demographic Factors for Children with Disabilities. A Project ALIGN Issue Brief.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Feb 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; *Disabilities; Economic Factors; Elementary Secondary Education; Emotional Disturbances; *Inclusive Schools; Learning Disabilities; Mainstreaming; Mental Retardation; Predictor Variables; Regular and Special Education Relationship; Residential Schools; Special Classes; *Special Education; *Student Placement; Systems Approach

This policy brief reports on a study exploring state by state variation in placement rates for students with disabilities in either regular or special education settings and the relationship of economic, sociodemographic, and educational factors to these rates. The study analyzed data for the school year 1992-93 and compared the percent of identified students placed into six settings: regular class, resource room, separate class, separate school, residential facility, or home bound/hospital. It also interviewed state level personnel in three states with relatively high rates of placement in regular class settings. Although overall, placement data showed an orderly progression from most students served in the least restrictive setting (regular class) to the fewest number served in the most restrictive settings (separate facilities), analysis by disability category showed that most students with learning disabilities are served in resource room settings and most students with severe emotional disturbance and mental retardation are served in separate classes. Application of several prediction models found achievement variables emerged as predictors for all disabilities combined, but that a wide variety of other factors, including economic and demographic variables, predicted placement of students with specific disabilities. Results suggest the need to incorporate systems approaches to special education issues. Graphs detail study findings by disability and state. (Contains 29 references.) (DB)

ED 408 773 EC 305 645

Mitchell, Melissa, Ed.
State Special Education Funding Formulas: Issues in Implementing Both FAPE and LRE. A Project ALIGN Issue Brief.
PUB DATE- Apr 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Compliance (Legal); *Disabilities; Educational Legislation; Elementary Secondary

dΛagn ∷Λ∷ dΛd n ∷ seem t relQ n the ca∷eg rQ a∷∷Λgned t a s∷¥den∷. Teacher∷ ere al∷ b∷er ed engagΛng in freq¥en∷ c n∷¥l∷a∷Λ n∷ Λ∷h reg¥lar ed¥ca∷Λ n teacher∷. The c n∷¥l∷a∷Λ n∷ ere brΛef and sp n∷ane ¥∷, and req¥Λred the specΛal ed¥ca∷Λ n teacher t manage the c n∷¥l∷a∷Λ n al ng Λ∷h her in∷∷r¥c∷Λ n in the cla∷∷r m. ImplΛca∷Λ n∷ f the fΛndΛng∷ are dΛ∷c¥∷∷ed. Appended are the teacher in∷er Λe q¥e∷∷Λ n∷ and three table∷ pre∷en∷Λng the da∷a. (C n∷aΛn∷ 36 reference∷.) (CR)

ED 408 790 EC 305 671

Sprag¥e, JeffreQ
M¥l∷Λ arΛa∷e AnalQ∷Λ∷ f Se ere Pr blem Beha Λ r: De∷ermΛnΛng the R le f HΛgh In∷en∷Λ∷Q Beha Λ r∷ Λ∷hΛn F¥nc∷Λ nal Re∷p n∷e Cla∷∷e∷. FΛnal Rep r∷.
SPONS. AGENCY- Depar∷men∷ f Ed¥ca∷Λ n, Wa∷hΛng∷ n, DC.
PUB DATE- Apr 95
NOTE- 129p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC06 Pl¥∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - De∷crΛp∷Λ e (Pr gram/Pr jec∷ De∷crΛp∷Λ n∷) (141)
DESCRIPTORS- *Beha Λ r M dΛfΛca∷Λ n; *Beha Λ r Pr blem∷; Elemen∷arQ Sec ndarQ Ed¥ca∷Λ n; En Λr nmen∷al Infl¥ence∷; E al¥a∷Λ n Me∷h d∷; In∷er en∷Λ n; M del∷; *M¥l∷Λ arΛa∷e AnalQ∷Λ∷; Pr gram De∷Λgn; *Self Inj¥rΛ ¥∷ Beha Λ r; *Se ere DΛ∷abΛlΛ∷Λe∷; S∷¥den∷ E al¥a∷Λ n

ThΛ∷ fΛnal rep r∷ de∷crΛbe∷ a 3-Qear federallQ f¥nded pr jec∷ de∷Λgned t c nd¥c∷ an analQ∷Λ∷ f the fac∷ r∷ tha∷ c n∷rΛb¥∷e t the perf rmance f hΛgh in∷en∷Λ∷Q pr blem beha Λ r∷ bQ s∷¥den∷∷ Λ∷h se ere dΛ∷abΛlΛ∷Λe∷. The pr jec∷ u∷ΛlΛΛed a serΛe∷ f fΛ e in∷egra∷ed s∷¥dΛe∷, hΛch in l ed s∷¥den∷∷ Λ∷h se ere in∷ellec∷¥al dΛ∷abΛlΛ∷Λe∷ and the teacher∷ h ser e them, t defΛne the the re∷Λcal and me∷h d l gΛcal i∷∷¥e∷ rela∷ed t the perf rmance f hΛgh in∷en∷Λ∷Q beha Λ r, de el p a c mprehen∷Λ e a∷∷e∷∷men∷ m del f r a∷∷e∷∷Λng and trea∷Λng beha Λ r re∷p n∷e cla∷∷e∷, and pr Λde empΛrΛcal d c¥men∷a∷Λ n f the effΛcacQ f the m del. The bjec∷Λ e∷, ac∷Λ Λ∷Λe∷, pr d¥c∷∷, and acc mplΛ∷hmen∷∷ f the pr jec∷ are de∷crΛbed and char∷∷ de∷aΛlΛng the pr jec∷'∷ e al¥a∷Λ n plan and tΛme∷able∷ are incl¥ded. The rep r∷ incl¥de∷ a re∷earch rep r∷ n three e¤perΛmen∷al analQ∷e∷ c nd¥c∷ed t a∷∷e∷∷ the effec∷∷ f dΛfferen∷ c n∷eq¥en∷ s∷Λm¥lΛ n the ra∷e f self-Λnj¥rΛ ¥∷ beha Λ r (SIB) and s∷ere ∷QpΛcal beha Λ r f tÑ indΛ Λd¥al∷ Λ∷h se ere de el pmen∷al dΛ∷abΛlΛ∷Λe∷ and d¥al sen∷ rQ impaΛrmen∷∷. FΛndΛng∷ indΛca∷e tha∷ n nc n∷Λngen∷ pre∷en∷a∷Λ n f the specΛallQ selec∷ed s∷Λm¥lΛ re∷¥l∷ed in red¥c∷Λ n in s∷ere ∷QpΛcal and self-Λnj¥rΛ ¥∷ beha Λ r. A c ncep∷ paper tha∷ ¥∷lΛne∷ an emergΛng m del f r a∷∷e∷∷Λng and trea∷Λng l freq¥encQ, hΛgh in∷en∷Λ∷Q pr blem beha Λ r∷ and da∷a char∷∷ are al∷ a∷∷ached. (The c ncep∷ paper c n∷aΛn∷ 96 reference∷.) (CR)

ED 408 791 EC 305 672

Head, Dan; And O∷her∷
Learned Helple∷∷ne∷∷ in ChΛldren Λ∷h VΛ∷¥al HandΛcap∷: A PΛl ∷ S∷¥dQ f E¤pec∷a∷Λ n∷, Per∷Λ∷∷ence, and A∷∷rΛb¥∷Λ n∷. FΛnal Rep r∷.
SPONS. AGENCY- SpecΛal Ed¥ca∷Λ n Pr gram∷ (ED/OSERS), Wa∷hΛng∷ n, DC.
PUB DATE- 92
NOTE- 210p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC09 Pl¥∷ P ∷∷age.

are eΛgh:: paper:: pꝁblΛ::hed ab ꝁ:: the s::ꝁdQ: (1) "Y ꝁng S::ꝁ::::erer::' N n::peech Beha Λ r:: dꝁrΛng S::ꝁ::::erΛng" (Ed ard G. C n::ꝁre and Ellen M. KellQ); (2) "Beha Λ r:: a:: the On::e:: f S::ꝁ::::erΛng" (H ard D. Sch ar::Λ and ::her::); (3) "EQe C n::ac:: be:: een Y ꝁng S::ꝁ::::erer:: and TheΛr M ::her::" (LΛ::a R. LaSalle and Ed ard G. C n::ꝁre); (4) "ChΛldh d S::ꝁ::::erΛng: Wha:: I:: I:: and Wh D e:: I:: " (Ed ard G. C n::ꝁre); (5) "The ChΛld Wh S::ꝁ::::er::: t the PedΛa::rΛcΛan"; "(6) "S::ꝁ::::erΛng" (Ed ard G. C n::ꝁre and Le::leQ W lk); (7) "In::er en::Λ n Λ::h Sch l-Age S::ꝁ::::er::: A Paren::-ChΛld Flꝁenc Q Gr ꝁp Appr ach" (Ellen M. KellQ and Ed ard G. C n::ꝁre); (8) "C m rbΛdΛ::Q f S::ꝁ::::erΛng and DΛ:: rdered Ph n l gQ in Y ꝁng ChΛldren" (Le::leQ W lk and ::her::). IndΛ Λdꝁal paper:: c n::aΛn reference::. (DB)

ED 408 809 EC 305 696

Per:::: n, Beng::
Wh Need:: SpecΛal Edꝁca::Λ n
PUB DATE- 97
NOTE- 13p.; Paper pre::en::ed a:: the Annꝁal Mee::Λng f the AmerΛcan Edꝁca::Λ nal Re::earch A:::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Plꝁ:: P ::::age.
PUB TYPE- Rep r:::: - E alꝁa::Λ e/Fea::ΛbΛlΛ::Q (142),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- AdmΛnΛ::::ra:: r A::::Λ::ꝁde::; DefΛnΛ::Λ n::; *DΛ::abΛlΛ::Λe::; Elemen::arQ Sch l Teacher::; Elemen::arQ Sec ndarQ Edꝁca::Λ n; F reΛgn C ꝁn::rΛe::; *Inclꝁ::Λ e Sch l::; IndΛ ΛdꝁalΛΛed Edꝁca::Λ n Pr gram::; MaΛn::::reamΛng; PrΛncΛpal::; *Regꝁlar and SpecΛal Edꝁca::Λ n Rela::Λ n::hΛp; Sec ndarQ Sch l Teacher::; *SpecΛal Edꝁca::Λ n; SpecΛal Edꝁca::Λ n Teacher::; *SpecΛal Need:: S::ꝁden::::; Teacher A::::Λ::ꝁde::
IDENTIFIERS- *S eden

ThΛ:: paper l k:: a:: trend:: t ard m re inclꝁ::Λ e edꝁca::Λ n f r s::ꝁden:::: Λ::h dΛ::abΛlΛ::Λe:: in S eden in the c n::e::: f bꝁdge::arQ cꝁ::-back:: in sch l re:: ꝁrce::. I:: rep r:::: n a pr jec:: tha:: in e::::Λga::ed pr ce::::e:: f defΛnΛng targe:: p pꝁla::Λ n:: f r specΛal edꝁca::Λ n in S edΛ::h sch l::. SpecΛal edꝁca:: r:: (N=27), cla::::r m teacher:: (N=35) and prΛncΛpal:: (N=18) ere in::er Λe ed ab ꝁ:: h the c ncep:: f specΛal edꝁca::Λ n a:: defΛned in term:: f prac::Λce and a::ked t de::crΛbe specΛal edꝁca::Λ n ac::Λ Λ::Λe:: in theΛr sch l::. The s::ꝁdQ al:: analQΛed da::a fr m a l ngΛ::ꝁdΛnal da::aba::e tha:: inclꝁded 5,000 pꝁpΛl:: b rn in 1977 and 10,000 pꝁpΛl:: b rn in 1982. Am ng fΛndΛng:: ere: (1) cla::::r m teacher:: and specΛal edꝁca:: r:: rec gnΛΛed tha:: specΛal edꝁca::Λ n lΛgh::en:: the rk l ad f teacher:: in regꝁlar cla::::e:: bQ fferΛng m re r le:::: permanen:: s lꝁ::Λ n:: t the pr blem f dΛffΛcꝁl:: s::ꝁden::::; (2) am ng indΛ Λdꝁal chΛld charac::erΛ::::Λc::, s cΛ -em ::Λ nal dΛ:: rder:: ere the m :::: c mm n rea:: n f r referral t specΛal edꝁca::Λ n; (3) m :::: specΛal edꝁca::Λ n take:: place ꝁ::::Λde the regꝁlar cla::::r m:: in par::-::Λme se::::Λng::; and (4) m re than half f in::er Λe ee:: rep r::ed tha:: IndΛ ΛdꝁalΛΛed Edꝁca::Λ n Plan:: ere ne er u::ed. Re::ꝁl:::: sꝁgge:::: tha:: defΛnΛ::Λ n:: f targe:: gr ꝁp:: f r specΛal need:: edꝁca::Λ n varQ grea::lQ am ng sch l::. (C n::aΛn:: 25 reference::.) (DB)

ED 408 810 EC 305 697

Gen::rQ, Ca::::elle; And O::her::
The SΛgn C nnec::Λ n: An In::erac::Λ e VΛde dΛ::c In::::rꝁc::Λ nal Pr gram f r Deaf ChΛldren and TheΛr HearΛng A:::: cΛa::e::. De::Λgned T Teach Selec::ed SΛgned Phra::e:: and Langꝁage

maΛn::::ream cla:::r m, the c ncep::¼alΛΛa::Λ n:: f ESL s::¼den::: and theΛr EnglΛ::h lang¼age lΛ::eracQ learnΛng held bQ a m n lΛng¼al EnglΛ::h-::peakΛng teacher, and in:::r¼c::Λ nal s::ra::egΛe:: u::ed t facΛlΛ::a::e ESL s::¼den:::' EnglΛ::h lang¼age lΛ::eracQ. S¼bjec::: ere the m n lΛng¼al teacher, fΛ e ESL s::¼den:::, and ne na::Λ e EnglΛ::h-::peakΛng s::¼den:: in a maΛn::::ream grade 2/3 cla::: Λ::h a maj rΛ::Q f ESL learner::. Da::a ere c llec::ed thr ¼gh cla:::r m b::er a::Λ n and an in::er Λe Λ::h the teacher. Re::¼l::: sh : (1) hea Q dependence n abΛlΛ::Q-gr ¼p readΛng in:::r¼c::Λ n, Λ::h ESL chΛldren r ¼::ΛnelQ placed in l -abΛlΛ::Q gr ¼p::, (2) specΛal eff r:: n the par:: f sch l and teacher t crea::e a frΛendlQ learnΛng en Λr nmen::, b¼:: lΛ:::le c nnec::Λ n be:: een the c ngenΛal en Λr nmen:: and pr m ::Λ n f ESL s::¼den:::' lΛ::eracQ learnΛng, and (3) teacher e¤pec::a::Λ n tha:: the ESL s::¼den::: ¼ld learn readΛng in the same aQ tha:: na::Λ e EnglΛ::h-::peakΛng chΛldren ¼ld. C n::aΛn:: 31 reference::. (MSE)

ED 408 829 FL 024 569

D ng, Y¼ Ren

U::Λng C par::ΛcΛpa::Λng r C reflec::Λng: U::Λng Peer Re::p n::e:: T DΛal g¼e J ¼rnal:: in an ESL Teacher Ed¼ca::Λ n C ¼r::e.

PUB DATE- 24 Mar 97

NOTE- 16p.; Paper pre::en::ed a:: the Ann¼al Mee::Λng f the AmerΛcan Ed¼ca::Λ nal Re::earch A::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).

LANGUAGE- EnglΛ::h

EDRS PrΛce- MF01/PC01 Pl¼:: P :::age.

PUB TYPE- Rep r::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)

DESCRIPTORS- *Cla:::r m C mm¼nΛca::Λ n; *DΛal g J ¼rnal::; *EnglΛ::h (Sec nd Lang¼age); Feedback; HΛgher Ed¼ca::Λ n; In:::r¼c::Λ nal Effec::Λ ene:::; Lang¼age Teacher::; Me::h d:: C ¼r::e::; *Peer Rela::Λ n::hΛp; Pre::er Λce Teacher Ed¼ca::Λ n; *Reflec::Λ e TeachΛng; S cΛalΛΛa::Λ n; S::¼den:: J ¼rnal::; *S::¼den:: Teacher::

IDENTIFIERS- *Pr fe:::Λ nal S cΛalΛΛa::Λ n

A s::¼dQ in e:::Λga::ed the effec::: n s::¼den:: teacher:: f peer re::p n::e:: ffered thr ¼gh dΛal g¼e j ¼rnal:: n EnglΛ::h-a::-a-Sec nd-Lang¼age (ESL) teacher ed¼ca::Λ n. S¼bjec::: ere nΛne s::¼den::: in a s::¼den:: teachΛng semΛnar, all in l ed in prac::Λc¼m:: in p¼blΛc hΛgh sch l::. O er 15 eek::, s::¼den::: r ::e j ¼rnal en::rΛe:: b ::h n selec::ed t pΛc:: fr m c mm n readΛng:: and dΛ::c¼:::Λ n:: and n c ncern:: and reflec::Λ n:: arΛ::Λng fr m prac::Λcal e¤perΛence. S::¼den::: read and re::p nded t each ::her::' j ¼rnal:: nce a eek. The 79 j ¼rnal en::rΛe:: and 332 peer re::p n::e:: ere analQΛed f r theme:: and pa:::ern::. Re::¼l::: indΛca::e the peer re::p n::e::: (1) enhance pen dΛal g¼e and cla::: c mm¼nΛ::Q b¼ΛldΛng, (2) lead t pr blem s l Λng, (3) f :::er c llec::Λ e reflec::Λ n, and (4) help Λ::h the s cΛalΛΛa::Λ n pr ce:::. I:: i:: c ncl¼ded tha:: peer re::p n::e:: in s¼ch a c ¼r::e ha e rΛch in:::r¼c::Λ nal p ::en::Λal. Teacher traΛner:: are enc ¼raged t crea::e pp r::¼nΛ::Λe:: and m del re::p n::e:: f r peer feedback, pr Λde f cal p Λn::: f r teacher reflec::Λ n, and adj¼::: in:::r¼c::Λ n ba::ed n s::¼den:::' need:: and i:::¼e:: a:: reflec::ed in the j ¼rnal::. J ¼rnal e¤cerp::: and peer re::p n::e:: are incl¼ded. (MSE)

ED 408 830 FL 024 580

Ra¼::ch, An::h nQ S.

LearnΛng S::Qle:: and the Japane::e UnΛ er::Λ::Q Sec nd Lang¼age S::¼den::.

PUB DATE- N 96

produced Spanish literacy texts. Analysis of results indicates that, in general, cognitive processes in the bilingual classroom are teacher-centered, and peer group support in learning English was not emphasized. Teachers rarely placed students in pairs or small groups. It was also found that students' existing home language skills affected English achievement, as did some instructional strategies such as encouragement of self-management. It is concluded that first language skills should not be overlooked as an important foundation for second language learning, and that teachers should encourage students to manage their own learning. Contains 18 references. (MSE)

ED 408 849 FL 024 608

Mufarej, Selene Zocchi ; Abrahamson, Maureen Alison
Deconstruction for Reconstruction as a Way to Better Writing.
PUB DATE- 12 Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Discourse Analysis; Educational Strategies; *English (Second Language); Foreign Countries; Intermediate Grades; Junior High Schools; Second Language Instruction; *Sentence Structure; Writing Exercises; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Deconstruction

Deconstruction for reconstruction is a classroom teaching technique designed to help students improve writing skills. The objective is to write natural expanded sentences that fit in a cohesive paragraph. The technique evolved from observation of many intermediate and upper-intermediate students of English as a Second Language for whom writing organized, coherent texts with fully developed sentences was difficult. Deconstruction activities have students break down faulty sentences or paragraphs into a group of kernel sentences, then reorganize and combine them to form a single expanded sentence. Choice of texts depends on the activity's purpose in the overall lesson or course plan, whether focusing on grammar or organization. General guidelines are offered for preparing such an exercise and for classroom implementation. Examples are provided of deconstruction of a native English speaker's narrative description, an original student text that has been revised, a native speaker's descriptive text, and a student text with problems. It is noted from experience that several exercises are needed to produce results, students respond positively to the experience, and the technique has been effective with intermediate and upper-intermediate level learners. Student comments, teacher comments, and student writing samples are included. (MSE)

ED 408 850 FL 024 610

Zehr, Stanley J.
The Expression of the Instrumental Case in English, Hungarian, Kongo, and Nepali.
PUB DATE- Jun 97
NOTE- 23p.
LANGUAGE- English

*P¼blΛc OpΛnΛ n; *P¼blΛc S¼pp r∷; S∷¼den∷ FΛnancΛal AΛd

ThΛ∷ rep r∷ n the p¼blΛc percep∷Λ n f hΛgher ed¼ca∷Λ n i∷ ba∷ed n a re Λe f 30 recen∷ p¼blΛc pΛnΛ n p ll∷. The re Λe f ¼nd: (1) hΛgher ed¼ca∷Λ n enj Q∷ a re∷er Λr f g d ΛLL; (2) a c llege degree i∷ seen a∷ an e∷∷en∷Λal creden∷Λal f r s¼cce∷∷; (3) the p¼blΛc i∷ br adlQ c mmΛ∷∷ed t eq¼Λ∷Q, b¼∷ a∷ an inc me i∷∷¼e and n ∷ gender- r race-∷pecΛfΛc; (4) p¼blΛc g d ΛLL i∷ tempered bQ gr Λng rrQ ab ¼∷ c ∷∷; and (5) c n∷eq¼en∷lQ, the p¼blΛc see∷ a r le f r g ernmen∷ in ed¼ca∷Λ n sΛmΛlar t tha∷ in heal∷h care fΛnancΛng. The p¼blΛc c n∷Λn¼e∷ t belΛe e tha∷ hΛgher ed¼ca∷Λ n i∷ ne f the m ∷∷ imp r∷an∷ ta∷k∷ f s cΛe∷Q, tha∷ hΛgher ed¼ca∷Λ n eq¼al∷ le∷∷ crΛme, and de∷pΛ∷e l s¼pp r∷ f r racΛal preference∷ in general, 73 percen∷ f th ∷e p lled s¼pp r∷ fΛnancΛal aΛd f r member∷ f mΛn rΛ∷Q gr ¼p∷. There i∷ rrQ tha∷ c llege a∷hle∷Λc∷ are ¼∷- f-c n∷r l and thΛ∷ percep∷Λ n threa∷en∷ t undermΛne p¼blΛc c nfΛdence in in∷∷Λ∷¼∷Λ n∷ f hΛgher ed¼ca∷Λ n. H e er, the maΛn c ncern f the p¼blΛc i∷ the hΛgh c ∷∷ f hΛgher ed¼ca∷Λ n and the fΛnancΛal barrΛer t c llege f r manQ. The p¼blΛc al∷ belΛe e∷ tha∷ g ernmen∷ sh ¼ld ha e a r le in f¼ndΛng and tha∷ a ser Λce req¼Λremen∷ c ¼ld be a req¼Λremen∷ f r s∷¼den∷ aΛd. (JLS)

ED 408 869 HE 028 941

Har eQ, Jame∷
FΛr∷∷ Impre∷∷Λ n∷ and Sec nd Th ¼gh∷∷: P¼blΛc S¼pp r∷ f r HΛgher Ed¼ca∷Λ n.
PUB DATE- 94
NOTE- 36p.; F r rela∷ed rep r∷∷, see HE 028 940-942.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01 Pl¼∷ P ∷∷age. PC N ∷ A aΛlable fr m EDRS.
PUB TYPE- Rep r∷∷ - De∷crΛp∷Λ e (Pr gram/Pr jec∷ De∷crΛp∷Λ n∷) (141)
DESCRIPTORS- Acce∷∷ t Ed¼ca∷Λ n; Dem cra∷Λc Val¼e∷; *Ed¼ca∷Λ nal A∷∷Λ∷¼de∷; Eq¼al Ed¼ca∷Λ n; F c¼∷ Gr ¼p∷; G ernmen∷ R le; *HΛgher Ed¼ca∷Λ n; In∷∷Λ∷¼∷Λ nal A¼∷ n mQ; PaQΛng f r C llege; P lΛ∷Λcal I∷∷¼e∷; *P¼blΛc OpΛnΛ n; *P¼blΛc S¼pp r∷; R le f Ed¼ca∷Λ n

ThΛ∷ rep r∷ de∷crΛbe∷ the re∷¼l∷∷ f eΛgh∷ f c¼∷ gr ¼p∷ held in f ¼r cΛ∷Λe∷ t e¤pl re fΛndΛng∷ f a c mprehen∷Λ e re Λe f m re than 30 recen∷ p¼blΛc pΛnΛ n p ll∷ c ncernΛng hΛgher ed¼ca∷Λ n. The∷e fΛndΛng∷ ere: (1) hΛgher ed¼ca∷Λ n enj Q∷ a re∷er Λr f g d ΛLL; (2) a c llege ed¼ca∷Λ n i∷ seen a∷ an e∷∷en∷Λal creden∷Λal f r s¼cce∷∷; (3) the p¼blΛc i∷ br adlQ c mmΛ∷∷ed t eq¼Λ∷Q b¼∷ a∷ an inc me i∷∷¼e and n ∷ gender- r race-∷pecΛfΛc; (4) p¼blΛc g d ΛLL i∷ tempered bQ c ncern∷ ab ¼∷ c ∷∷; and (5) c n∷eq¼en∷lQ, the p¼blΛc see∷ a r le f r g ernmen∷ in ed¼ca∷Λ n sΛmΛlar t tha∷ in heal∷h care fΛnancΛng. The maj r fΛndΛng∷ f the f c¼∷ gr ¼p∷ s¼gge∷∷ tha∷ the p¼blΛc i∷ ca¼gh∷ in a dΛlemma; n ne hand, theQ are c n Λnced tha∷ a c llege degree i∷ bec mΛng m re and m re imp r∷an∷ f r a g d j b and acce∷∷ t a mΛddle-cla∷∷ lΛfe∷∷Qle, b¼∷ n the ∷her, tha∷ there i∷ a Λde∷pread feelΛng tha∷ rΛ∷Λng c ∷∷∷ are p¼∷hΛng a c llege ed¼ca∷Λ n beQ nd the reach f rdΛnarQ AmerΛcan∷. Fear∷ ab ¼∷ rΛ∷Λng c ∷∷∷ appear t tran∷la∷e in∷ c ncern∷ tha∷ the pp r∷¼nΛ∷Q t a∷∷end c llege i∷ decrea∷Λng and tha∷ the sΛ∷¼a∷Λ n ΛLL ge∷ r∷e. There i∷ a s∷r ng feelΛng tha∷ g ernmen∷ m¼∷∷ s∷ep-Λn and make a c llege ed¼ca∷Λ n fΛnancΛallQ a∷∷aΛnable. (JLS)

ED 408 870 HE 028 942

Har eQ, Jame∷; Immer ahr, J hn

career::; precΛ::Λ n machΛne craf:::; c n::::r½c::Λ n career::; drΛ Λng cc½pa::Λ n::; sale:: career::; career:: needΛng 4 Qear:: f traΛnΛng; and j b:: req½ΛrΛng n traΛnΛng. Inf rma::Λ n in each area i:: pre::en::ed in a t -page f rma:: Λ::h eΛgh:: c l½mn:: lΛ::::Λng the f ll Λng: (1) j b tΛ::le and j b d½::Λe::; (2) n½mber empl Qed in the cc½pa::Λ n; (3) salarΛe::--l -range; (4) salarΛe::--mΛdrange; (5) gr ::h ra::e; (6) j b penΛng::; (7) traΛnΛng needed; and (8) a aΛlabΛlΛ::Q f j b::. O::her sec::Λ n:: c n::aΛn the f ll Λng: lΛ:::: f shrΛnkΛng cc½pa::Λ n:: and p p½lar cc½pa::Λ n:: Λ::h fe j b penΛng:: and gr Λng cc½pa::Λ n::; de::aΛled inf rma::Λ n ab ½:: medΛcal career::, c mp½::er career::, medΛa career::, acc ½n::Λng, c ::me:: l gQ, c kΛng, c rrec::Λ n::, machΛne t l, prΛn::Λng, c n::::r½c::Λ n, drΛ er::, and sale::; dΛ::c½::::Λ n f he::her traΛnΛng Λll re::½l:: in a j b r g d paQ; technΛcal and c mm½nΛ::Q c llege addre::::e::; maj r:: and traΛnΛng pr gram:: a:: technΛcal and c mm½nΛ::Q c llege::; s ½rce:: f sh r::-::erm traΛnΛng; e¤ample:: f c½:::: mΛΛed traΛnΛng; and ma::½re   rker:: and empl Qer e¤pec::a::Λ n::. An inde¤ i:: f ll ed bQ a lΛ:::: f regΛ nal ffΛce:: t call t fΛnd ½:: q½alΛfΛca::Λ n:: f r elΛgΛbΛlΛ::Q. (YLB)

ED 408 421 CE 074 129

Abram:: n, MΛke, Ed.; And O::her::
F½r::her and HΛgher Ed½ca::Λ n Par::ner::hΛp::. The F½::½re f r C llab ra::Λ n.
PUB DATE- 96
NOTE- 220p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c½men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010)
DESCRIPTORS- *Ar::Λc½la::Λ n (Ed½ca::Λ n); Ca::e S::½dΛe::; C n::Λn½Λng Ed½ca::Λ n; C pera::Λ e PlannΛng; Ed½ca::Λ nal P lΛcQ; Ed½ca::Λ nal Prac::Λce::; Ed½ca::Λ nal Q½alΛ::Q; Ed½ca::Λ nal Re:: ½rce::; FΛnancΛal S½pp r::; F reΛgn C ½n::rΛe::; *HΛgher Ed½ca::Λ n; *In::erc llegΛa::e C pera::Λ n; In::erna::Λ nal C pera::Λ n; In::erna::Λ nal Ed½ca::Λ nal E¤change; LΛ::era::½re Re Λe ::; M del::; Na::Λ nal Pr gram::; Par:: TΛme S::½den:::; *Par::ner::hΛp:: in Ed½ca::Λ n; Re:: ½rce Λll ca::Λ n; S::½den:: Λ:::Λ::½de::; *TechnΛcal In:::Λ::½::e::; Trend AnalQ::Λ::; T   Year C llege::; V ca::Λ nal Ed½ca::Λ n
IDENTIFIERS- *Grea:: BrΛ::aΛn

The f ll Λng paper:: are incl½ded: "In::r d½c::Λ n" (MΛke Abram:: n, J hn BΛrd, Anne S::enne:::); "Par::ner::hΛp Impera::Λ e::: A CrΛ::Λcal AppraΛ::al" (MΛke Abram:: n); "F½r::her and HΛgher Ed½ca::Λ n Par::ner::hΛp::: The E l½::Λ n f a Na::Λ nal P lΛcQ Frame rk" (J hn BΛrd); "FΛnance: The Bedr ck f G d Par::ner::hΛp::" (J hn SelbQ); "Re:: ½rcΛng the LearnΛng E¤perΛence" (Pe::er Br phQ); "En::½rΛng Q½alΛ::Q in F½r::her and HΛgher Ed½ca::Λ n Par::ner::hΛp::" (J hn HΛlb rne); "The S::½den:::' E¤perΛence:: f FranchΛ::Λng" (S fΛja OpacΛc); "W rkΛng T ge::her: F½r::her Ed½ca::Λ n--HΛgher Ed½ca::Λ n LΛnk:: in Sc ::land" (N rman Sharp, JΛm Gallacher); "The In::erna::Λ nal DΛmen::Λ n" (Pe::er LΛne::, Ka::e Clarke); "Smaller b½:: Bea½::Λf½l: Ba::h C llege f HΛgher Ed½ca::Λ n and S::r de C llege, S::ree::" (Anne S::enne:::, S::ephen Ward); "The De el pmen:: f a FranchΛ::ed Par::-::Λme Degree Pr gramme: The L cal In::egra::ed C llege:: Scheme" (Alan R ff, Jame:: L½::Q); "P :::-16 C mpac:: in BΛrmΛngham: Sch l and C llege LΛnk:: Λ::h HΛgher Ed½ca::Λ n" (S::ephen BΛgger); "Agreemen:: n A::: cΛa::Λ n: Par::ner::hΛp:: be:: een the UnΛ er::Λ::Q f Bradf rd and Bradf rd and IlkleQ C mm½nΛ::Q C llege" (C lΛn Mell r::, Pe::er Chamber::); "BeQ nd FranchΛ::Λng: The F½::½re f Par::ner::hΛp::" (MΛke Abram:: n, J hn BΛrd, Anne S::enne:::); and "The LΛ::era::½re f contribution to society over their individual lifetimes. The first set elicited information about the development of individual life mission, the second developed an understanding of the relationship between life mission and learning, and the third was used to validate, revise, and enrich conclusions proposed about the theoretical relationships. Personal journals were also kept and analyzed. Influences upon life mission development could be categorized as having socially constructed, biological, or spiritual origins. Several connections between life mission and adult learning were identified. The stronger and more focused a person's life mission, the stronger and more focused was the learner's self-direction. The learning process could cause adults to revise or to reinforce their mission. Life mission sat at the center of a person's life. Implications for adult education were as follows: educators should demonstrate the relevance of the material to the learner; the environment should facilitate transformative learning; the teacher should develop his/her own mission; and resonance should be found between the learner's and the community's missions. (Contains 94 references.) (YLB)

ED 408 441 CE 074 225

Long, Huey B.; And Others
Expanding Horizons in Self-Directed Learning.
PUB DATE- 97
NOTE- 306p.; Based on papers presented at the International Self-Directed Learning Symposium (10th).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Adult Learning; *Cognitive Style; Comparative Analysis; Educational Needs; Educational Trends; Foreign Countries; Higher Education; *Independent Study; Junior High Schools; Learning Activities; Learning Experience; Learning Motivation; Learning Processes; *Learning Readiness; Learning Strategies; Mathematics Education; Mentors; Middle Aged Adults; Middle Schools; Private Agencies; Professional Education; Public Agencies; Test Reliability; Test Validity; Voluntary Agencies; Work Environment
IDENTIFIERS- Downsizing; Quebec; *Self Directed Learning Readiness Scale; Transformative Learning; United States

The following papers are included: "Preface" (Huey B. Long); "Self-Directed Learning: Smoke and Mirrors?" (Huey B. Long); "From Self-Culture to Self-Direction: An Historical Analysis of Self-Directed Learning" (Amy D. Rose); "The Link between Self-Directed and Transformative Learning" (Jane Pilling-Cormick); "Learner Orientations among Baby Boomers: Is There More Self-Directed Learning in the Future of Higher Education?" (Gary J. Confessore, Dianne L. Barron); "Self-Directed Learning in Professional Education: Guided Self-Assessment as a Tool to Facilitate Self-Directed Learning of Medical Students" (Alahna Allen); "Managers as Self-Directed Learners: Comparing Findings of Studies in Private and Public Sector Organizations" (William J. Kops); "Learning in Adversity: Incidence of Self-Directed Learning among Downsized Employees" (Sharon J. Confessore, Dede Bonner); "Self-Directed Learning in Health Care Institutions--An Analysis of Policies and Practices" (Roland Foucher, Francois Brezot); "Perceptions and Intentions of Training Managers Regarding Self-Directed Learning" (Josee Landriault, Alain Gosselin); "Self-Directed Learning in the Workplace: Summary Report on Research and Practice in Quebec" (Roland Foucher); "Practitioners' Application of Self-Directed Learning: Education of the Department of Defense's Program

LANGUAGE- EnglΛ∷h
EDRS PrΛce- D c½men∷ N ∷ A aΛlable fr m EDRS.
PUB TYPE- B k∷ (010)
DESCRIPTORS- *Ad½l∷ De el pmen∷; Ad½l∷ LearnΛng; Ad½l∷∷; *AgΛng (IndΛ Ad½al∷); *De el pmen∷al S∷age∷; De el pmen∷al Ta∷k∷; *Ger n∷ l gQ; *Old Old Ad½l∷∷; Se¤½alΛ∷Q
IDENTIFIERS- *ErΛk∷ n (ErΛk); ErΛk∷ n (J an); *P∷Qch ∷ cΛal De el pmen∷

ThΛ∷ e¤panded edΛ∷Λ n f a 1982 b k bQ ErΛk ErΛk∷ n s½mmarΛΛe∷ hΛ∷ rk n the s∷age∷ f the h½man lΛfe cQcle, incl½dΛng chap∷er∷ n p∷Qch ∷e¤½alΛ∷Q and the cQcle f genera∷Λ n∷, maj r s∷age∷ in p∷Qch ∷ cΛal de el pmen∷, and eg and e∷h ∷. An addΛ∷Λ nal chap∷er n the nΛn∷h s∷age se∷∷ f r∷h hΛ∷ phΛl ∷ phQ n ld age--Λ.e. the 80∷ and 90∷--and h per∷ n∷ in thΛ∷ age gr ½p in∷egra∷e earlΛer s∷age∷ and face the end f lΛfe. T addΛ∷Λ nal chap∷er∷ and a preface bQ hΛ∷ Λfe, J an ErΛk∷ n, pr Λde addΛ∷Λ nal in∷Λgh∷∷ in∷ the agΛng pr ce∷∷ and the fΛnal s∷age∷ f lΛfe and incl½de anecd ∷e∷ ab ½∷ the c ½ple'∷ lΛfe t ge∷her and theΛr re∷earch. C n∷aΛn∷ 54 reference∷. (KC)

ED 408 460 CE 074 257

S∷r mq½Λ∷∷, NellQ P.
LΛ∷eracQ f r CΛ∷ΛΛen∷hΛp: Gender and Gra∷∷r ∷∷ DQnamΛc∷ in BraΛΛl. SUNY SerΛe∷, LΛ∷eracQ, C½l∷½re, and LearnΛng.
PUB DATE- 97
NOTE- 248p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- D c½men∷ N ∷ A aΛlable fr m EDRS.
PUB TYPE- B k∷ (010)
DESCRIPTORS- Ad½l∷ Ba∷Λc Ed½ca∷Λ n; *Ad½l∷ LΛ∷eracQ; Ad½l∷ Pr gram∷; Ad½l∷ S∷½den∷∷; Ca∷e S∷½dΛe∷; *CΛ∷ΛΛen∷hΛp Ed½ca∷Λ n; C n en∷Λ nal In∷∷r½c∷Λ n; Ed½ca∷Λ nal P lΛcQ; FemΛnΛ∷m; F reΛgn C ½n∷rΛe∷; G ernmen∷ Sch l Rela∷Λ n∷hΛp; *LΛ∷eracQ Ed½ca∷Λ n; L ngΛ∷½dΛnal S∷½dΛe∷; O½∷c me∷ f Ed½ca∷Λ n; Par∷ner∷hΛp∷ in Ed½ca∷Λ n; P lΛcQ F rma∷Λ n; *P p½lar Ed½ca∷Λ n; Pr gram De el pmen∷; Pr gram Effec∷Λ ene∷∷; SalarQ Wage DΛfferen∷Λal∷; *Se¤ DΛfference∷; S cΛal Change; S∷½den∷ Charac∷erΛ∷∷Λc∷; Table∷ (Da∷a); W men∷ Ed½ca∷Λ n
IDENTIFIERS- *BraΛΛl (Sa Pa½l); *Gra∷∷r ∷∷ M emen∷∷

ThΛ∷ b k pre∷en∷∷ a ca∷e s∷½dQ f the MOVA (M Λmen∷ de AlfabeΛΛaca de J en∷ e Ad½l∷ ∷) lΛ∷eracQ pr gram in Sa Pa½l , BraΛΛl, in 1989-1993. I∷ e¤amΛne∷ the meanΛng and u∷e∷ f lΛ∷eracQ a∷ the mΛcr - and macr -le el∷, the in∷erplaQ be∷ een b ∷h le el∷, and f rce∷ infl½encΛng ed½ca∷Λ nal p lΛcQ f rma∷Λ n and ½∷c me. The f re rd pr Λde∷ backgr ½nd inf rma∷Λ n n the s∷½dQ, d½rΛng hΛch 19 men enr lled in MOVA ere in∷er Λe ed, and the bjec∷Λ e∷, me∷h d∷, and ½∷c me∷ f MOVA, hΛch a∷ a large-∷cale eff r∷ in ed½ca∷Λ n f r cΛ∷ΛΛen∷hΛp tha∷ a∷ sp n∷ red bQ a pr gre∷∷Λ e m½nΛcΛpal g ernmen∷ and in l ed appr ¤Λma∷elQ 20,000 s∷½den∷∷ a∷ i∷∷ heΛgh∷. The b k'∷ nΛne chap∷er∷ dΛ∷c½∷∷ the f ll Λng t pΛc∷: de el pmen∷, lΛ∷eracQ, and men (gra∷∷r ∷∷ gr ½p∷ in lΛ∷eracQ, illΛ∷eracQ in BraΛΛl); MOVA a∷ a s∷a∷e-cΛ Λl s cΛe∷Q par∷ner∷hΛp; analQ∷Λcal and me∷h d l gΛcal c n∷Λdera∷Λ n∷; charac∷erΛ∷∷Λc∷ f men s∷½den∷∷ in lΛ∷eracQ pr gram∷ (Λn∷er∷ec∷Λ n f p er∷Q and illΛ∷eracQ); the cla∷∷r m e¤perΛence in lΛ∷eracQ (lΛ∷eracQ cla∷∷e∷ a∷ s cΛal/p lΛ∷Λcal space∷); lΛ∷eracQ ½∷c me∷ (c gnΛ∷Λ e and p∷Qch l gΛcal); the cΛ Λl s cΛe∷Q-∷∷a∷e c nnec∷Λ n (gra∷∷r ∷∷ in l emen∷, ten∷Λ n∷ be∷ een f rmal ed½ca∷Λ n and lΛ∷eracQ); MOVA thr ½gh a femΛnΛ∷∷ len∷ (men a∷ cΛ∷ΛΛen∷ and leader∷, men'∷ need f r c n∷cΛen∷ΛΛa∷Λ n, tradΛ∷Λ nal/emancΛpa∷ rQ kn ledge); and f½r∷her in∷Λgh∷∷ in∷ gender and lΛ∷eracQ. C n∷aΛn∷ 195 introduced by an abstract and requirements for implementing the activity. All materials for developing the approach follow the introductory page. Contains 10 references. (KC)

ED 408 479 CE 074 281

Foster, Jan; Simonds, Betty
Vocational Education Assessment Kit. Revised.
PUB DATE- 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Civil Rights Legislation; *Compliance (Legal); *Educational Legislation; Equal Education; Federal Legislation; School Districts; Secondary Education; *Self Evaluation (Groups); *Sex Fairness; State Programs; *Vocational Education
IDENTIFIERS- Michigan; *Title IX Education Amendments 1972

This assessment kit has been designed to assist local school districts in Michigan in evaluating their vocational education programs for compliance with Title IX. The information that is collected and tabulated can be used by the districts in planning efforts to achieve Title IX compliance and sex equity in vocational education. The assessment kit includes worksheets, checklists, and surveys that will gather information in the following areas: (1) high school and area center student vocational education enrollments by sex, by class, and by program area; (2) staffing patterns--districtwide, at the middle school and high school, and within the vocational education department; (3) vocational education program requirements; (4) potential barriers in the physical facility; (5) resources and materials that support recruitment or retention of nontraditional students in vocational education; (6) other recruitment and retention efforts; (7) student perceptions and concerns regarding vocational education programs; and (8) Title IX awareness (including sexual harassment). (KC)

ED 408 480 CE 074 283

Technical Assistance Guide for Civil Rights Compliance in Vocational Education. Revised.
PUB DATE- 97
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Civil Rights Legislation; *Compliance (Legal); *Educational Legislation; English (Second Language); Equal Education; *Federal Legislation; Minority Groups; Postsecondary Education; Secondary Education; Sex Fairness; State Programs; *Vocational Education
IDENTIFIERS- Age Discrimination Act 1975; Americans with Disabilities Act 1990; *Civil Rights Act 1964 Title VI; Michigan; Rehabilitation Act 1973 (Section 504); Site Visits; *Title IX Education Amendments 1972

This guide and coordinator's manual are designed to assist administrators of local agencies, area vocational centers, and

13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Coping; *Emotional Response; Employment Problems; *Entry Workers; Evaluation; Graduate Students; Higher Education; Occupational Aspiration; *Stress Management; *Vocational Adjustment; *Work Attitudes

A study investigated the relationship of transactional models of stress management and appraisal-emotion relationships to emotions produced by taking a new job. The participants, 231 graduate students, completed measures of cognitive appraisals, stress coping resources, and emotional reactions at the time of taking a new job and some time later. Regression analyses revealed that cognitive appraisals and appraisals of coping resources were significant predictors of immediate emotional response. Although significant, however, cognitive appraisals and appraisals of coping resources were not useful predictors of later emotional response. Implications for health psychologists working with stressful events are that future attention might be paid to which appraisals are most important in producing certain emotions, which may have important clinical implications. (Contains 31 references.) (Author/KC)

ED 408 501 CE 074 329

Cass, Alan; And Others
Planning a Merger of FE Colleges. FEDA Paper.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; Adult Education; Check Lists; *Colleges; *Educational Planning; Foreign Countries; Guides; Mergers; Postsecondary Education; *Technical Institutes; Vocational Education
IDENTIFIERS- *Great Britain

This publication provides a sequential action plan that can be followed stage by stage by any British further education college planning to merge. Section 1 describes the Sunderland merger, one of the first to be driven by an attempt to avoid wasteful competition. Section 2 describes the 10 stages in devising an action plan. For each stage in the planning process, this section identifies the key issues to be addressed and provides a checklist of the factors to be considered. The checklists are in table form and list questions with spaces provided for response and action. Where appropriate, strategies for addressing these issues are suggested. The 10 stages are as follows: preparing; analyzing the pros and cons; preparing the business case; arranging a public consultation; preparing a formal proposal for the Further Education Funding Council (FEFC); going before the FEFC regional committee; going before the FEFC reorganization committee; progressing the merger; establishing the new board of governors; and appointing the new principal/chief executive. A summary of key points is followed by relevant background data on the two colleges that merged in Sunderland. Contains 18 references. (YLB)

ED 408 502 CE 074 330

Coe, Beatrice

efficacy by helping them create a story about the future role of work in their lives. Veterans are provided four major services: career counseling, vocational testing and assessment, referral to other appropriate agencies, and case management and follow-up. The veterans in the program are predominantly male, ranging in age from early 20s to late 50s, and most have a high school diploma or equivalent degree. Over 40% are from ethnic minorities. They present a wide range of disabilities and diagnoses. Emphasis is placed on the past and present barriers to success in order to help each veteran create the most realistic plan possible. Work and career are viewed as existing in conjunction with family, friends, living arrangements, skills, personality, disabilities, likes, and dislikes. Vocational counselors try to address each of these concerns when counseling their clients. (RJM)

ED 408 520 CG 027 764

Antonio, Michael E.; And Others
An Assessment of HIV Issues among Inmates at a State Correctional Institution.
PUB DATE- 97
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Correctional Education; *Correctional Institutions; Educational Change; *Educational Needs; Educational Responsibility; *Fear; Prevention; *Prisoners; Racial Differences; Risk
IDENTIFIERS- Peer Support

The rapid spread of the Acquired Immuno-Deficiency Syndrome (AIDS) throughout correctional facilities in the United States indicates that educational reforms are needed to combat this problem. But inmates' actual needs must be assessed before any program can be implemented. To assess this need, a historical overview of the problem, along with the results of a series of focus groups in which inmates responded to questions concerning their knowledge and experiences related to the Human Immuno-Deficiency Virus (HIV) and AIDS issues, are reported here. It was hypothesized that knowledge of the modes of transmission of HIV would differ among races. Furthermore, drug offenders were expected to engage in riskier behavior than non-drug offenders. A survey of racial differences in previous studies is provided, along with a discussion of the special needs of prison populations. Existing peer education programs in prisons are also reviewed. Participants (N=51) were recruited for the focus groups. Results show that all inmates indicated that more education was needed. Inmates were particularly interested in educational programs which emphasized prevention. Inmates' responses indicate that most of them understood the basic mechanisms of HIV transmission; there was no significant difference in general HIV knowledge among racial or nature-of-offense groups. (Contains 35 references. (RJM)

ED 408 521 CG 027 765

Gold, Skye R.; Derevenco, Maria R.
A Psychoanalytic Exploration of HIV Status Disclosure to Children.
PUB DATE- 13 Aug 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English

Students (N=145) at California University of Pennsylvania were administered a self-esteem survey one week before and one week after the safer-sex workshop. In the workshop, students participated in a variety of activities, such as role playing, which were aimed at raising participants' self-esteem. Survey data indicated that the skill-building activities used in the study produced a reliable increase in the self-esteem of the students. Females scored higher on the posttests than the pretests and males scored higher than females on both tests. Even though the workshop proved to be a comprehensive intervention, there is a concern for the long-term effect of the workshop on the students' self-esteem. Changes in self-esteem should be tracked, and it is recommended that those students involved in the study should be surveyed at a later date to determine the retention of increased self-esteem. Five appendices present the workshop activities. (RJM)

ED 408 539 CG 027 811

Hopper, James A.
The Effects of Divorce on Children: A Review of the Literature.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; Behavior Problems; Child Welfare; *Children; *Divorce; Elementary Secondary Education; *Literature Reviews; *Parent Child Relationship; Parent Influence; Sex Differences; *Stress Variables

Divorce is a major life stressor and is a lengthy process which often results in long-term emotional and psychological damage to children. The effects of divorce on children are explored in this review of the literature. Some studies indicate that the preschool aged population is the most vulnerable to divorce, whereas others insist that no age differences exist. Children of divorce were found to exhibit both internalizing problems, such as emotional difficulties like sadness, fear, and grief, and externalizing problems, such as aggression, lower educational achievement, and increased absenteeism. Divorce was also found to have gender-specific impacts. For boys, aggression was more common, and for girls, increased depression was more often reported. Additionally, divorce was found to have a profound impact on the parent-child relationship, possibly due to the lack of social support among family members. The impact of divorce for two-thirds of children was limited to two years, but numerous studies found a host of long-term effects, such as lesser educational attainment. The most critical factor relating to the negative consequences of divorce is parental discord; family conflict was the most significant mediating variable in the effects of divorce on children. (RJM)

ED 408 540 CG 027 812

Krasnow, Maris H.
Learning To Listen, Talk and Trust: Constructing Collaborations.
PUB DATE- Mar 97
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description) (141),Speeches, Conference Papers, "Papers Presented at..."

in an urban mΛddle sch l in a s ½::hea::::ern s::a::e. AnalQ::Λ:: f theΛr an:: er:: indΛca::e tha:: s::½den:::: h rep r::ed chea::Λng in scΛence perceΛ e theΛr cla::::r m:: a:: beΛng e¤::rΛn::ΛcallQ f c½::ed (e.g., maΛn::aΛnΛng grade::, ge::::Λng the rΛgh:: an:: er, a ΛdΛng tr ½ble) and perceΛ e theΛr sch l a:: beΛng f c½::ed n perf rmance and abΛlΛ::Q. S::½den:::: h belΛe e in the accep::abΛlΛ::Q f chea::Λng al:: rep r:: per:: nal e¤::rΛn::Λc g al::. LΛke Λ::e, s::½den:::: h chea:: rrQ ab ½:: sch l, al::h ½gh rrQ a:: unrela::ed t belΛef:: ab ½:: the accep::abΛlΛ::Q f chea::Λng. A rela::Λ n::hΛp be:: een chea::Λng and self-handΛcappΛng a:: al:: e Λden::, Λ::h s::½den:::: h engage in self-handΛcappΛng beha Λ r:: beΛng lΛkelQ t rep r:: tha:: theQ chea::. Dem graphΛc fac:: r:: ere unrela::ed t chea::Λng and n se¤ dΛfference:: ere f ½nd. The hQp ::he::Λ:: a:: largelQ pr en c rrec::. C n::aΛn:: appr ¤Λma::elQ 80 reference::. (RJM)

ED 408 558   CS 012 831

N½nnerQ, J hn; And O::her::

Effec:::: f F½ll and Par::Λal Implemen::a::Λ n:: f S½cce:::: f r All n S::½den:: ReadΛng AchΛe emen:: in EnglΛ::h and SpanΛ::h.

SPONS. AGENCY- OffΛce f Ed½ca::Λ nal Re::earch and Impr emen:: (ED), Wa::hΛng:: n, DC.; CarnegΛe C rp. f Neñ Y rk, N.Y.

PUB DATE- Mar 97

NOTE- 31p.; Paper pre::en::ed a:: the Ann½al Mee::Λng f the AmerΛcan Ed½ca::Λ nal Re::earch A:::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).

LANGUAGE- EnglΛ::h

EDRS PrΛce- MF01 Pl½:: P ::::age. PC N :: A aΛlable fr m EDRS.

PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)

DESCRIPTORS- *EarlQ In::er en::Λ n; Grade 1; *HΛgh RΛ::k S::½den::::; Lang½age f In::::r½c::Λ n; PrΛmarQ Ed½ca::Λ n; Pr gram Effec::Λ ene::::; Pr gram Implemen::a::Λ n; *ReadΛng AchΛe emen::; ReadΛng Impr emen::; ReadΛng Re::earch; SpanΛ::h; *T½:: rΛng

IDENTIFIERS- H ½:::: n Independen:: Sch l DΛ::::rΛc:: TX; *S½cce:::: f r All Pr gram

A q½a::Λ-e¤perΛmen::al s::½dQ c mpared achΛe emen:: effec:::: f varΛ ½:: c nfΛg½ra::Λ n:: f the S½cce:::: f r All (SFA), sch l Λde ref rm m del f r elemen::arQ sch l:: ser Λng manQ a::-rΛ::k s::½den::::, fr m f½ll implemen::a::Λ n (cer::ΛfΛed t½:: rΛng, f½ll-tΛme sch l-le el facΛlΛ::a:: r, and the famΛlQ s½pp r:: team) t implemen::a::Λ n:: lackΛng s me elemen:::: fel:: t be e::::en::Λal. F½ll implemen::a::Λ n f b ::h the EnglΛ::h and SpanΛ::h c nfΛg½ra::Λ n:: f SFA in the H ½:::: n Independen:: Sch l DΛ::::rΛc:: (Te¤a::) a:: achΛe ed d½rΛng the sec nd Qear f the pr gram, 1995-96. T   s::½den:: c h r:::: par::ΛcΛpa::ed in the EnglΛ::h pr gram--595 s::½den:::: h began fΛr:::: grade in 1995 and 682 s::½den:::: h began fΛr:::: grade in 1996. S½bjec:::: ere in 46 SFA sch l:: and 18 c mparΛ:: n sch l::. The fΛnal sample f s½bjec:::: in the SpanΛ::h pr gram c n::Λ::::ed f 278 fΛr::::-grade s::½den:::: in 20 SFA and 10 c mparΛ:: n sch l::. The Lang½age A::::e::::men:: Scale:: and a ba::::erQ f 4 readΛng p ::::::e:::::: ere admΛnΛ::::ered. Re::½l:::: indΛca::ed tha::: (1) pr gram:: Λ::h par::-tΛme facΛlΛ::a:: r::, cer::ΛfΛed t½:: rΛng, and a famΛlQ s½pp r:: team pr d½ced p ::Λ::Λ e effec:::: in m dera::elQ imp erΛ::hed sch l::, b½:: n :: in e¤::remelQ imp erΛ::hed sch l::; (2) sch l:: tha:: dΛd n :: make the ba::Λc rganΛΛa::Λ nal change:: req½Λred t pr Λde famΛlQ s½pp r:: and cer::ΛfΛed t½:: rΛng perf rmed   r::e than c mparΛ:: n sch l::; (3) a f½ll-::Λme facΛlΛ::a:: r a:: e::::en::Λal in e¤::remelQ hΛgh-p er::Q sch l:: ser Λng pred mΛnan::lQ AfrΛcan AmerΛcan s::½den:: p p½la::Λ n::; and (4) sch l:: tha:: pr Λded cer::ΛfΛed t½:: rΛng achΛe ed be::::er re::½l:::: in the EnglΛ::h lang½age pr gram. FΛndΛng:: s½gge:::: tha::

A study compared the discourse within a knowledge-building community in dual media: face-to-face meetings and electronic mail postings to a discussion list. Participants were faculty members and graduate students at a major university. The study focused on patterns of participation in both media, changes in these patterns, and possible effects of authority on participation within each medium. It examined issues related to analyzing electronic discourse and comparing participation in this medium with more traditional modes of social interaction, especially face-to-face conversations or discussions. Participants were active in both media, and the group worked collaboratively to build a series of Web-based resources for teachers over a 3-month period. Data included interviews, audio and videotapes of meetings, participant observations in a reflective journal, meeting notes, and e-mail posted to discussion groups. Results indicated, through discourse analysis, that changes in the management of face-to-face meetings over time reflected overall changes in authority within the group, initially run by the project leader and dominated by faculty members; later meetings showed more shared authority with graduate students having more opportunities to speak and ask questions. Findings suggest that, unlike face-to-face conversation, an e-mail conversation can only take place when an opening message is responded to by another participant, giving access to the "virtual floor" in retrospect. (Contains 12 references.) (Author/CR)

ED 408 579 CS 215 845

Bos, Nathan
Student Publishing of Value-Added Contributions to a Digital Library.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Computer Software; Computer Uses In Education; *Critical Viewing; Educational Resources; *Evaluative Thinking; High School Students; High Schools; Inquiry; Science Instruction; *Student Publications; Student Research; *World Wide Web; *Writing Assignments; Writing Research
IDENTIFIERS- Computer Related Learning Environments; *Reviews; *Writing Contexts

Students can make authentic contributions to the World Wide Web (WWW) and learn critical evaluation skills by publishing reviews of WWW resources. A project which served as a pilot study was implemented where high school students wrote and published reviews of resources they used as part of an inquiry-based science curriculum. Students were supported in writing reviews by specialized software and by in-class modeling of the review process. Findings supported the idea that high school students could critically evaluate sources and produce written analyses that synthesized their evaluations. Findings suggest, however, that student products were inconsistent and the project was not successful in helping students recognize separate types of critical evaluation (e.g. evaluation of source versus analysis of evidence). Future developments in both software and instructional support of WWW reviews are scΛence∷ (12 tΛ∷le∷). A∷∷ached i∷ a lΛ∷∷ f sΛ¤ c k b k∷ rec mmended f r chΛldren. (NKA)

ED 408 598 CS 215 878

In∷egra∷ed LangꝞage Ar∷∷ C Ꝟr∷e f S∷ꝞdQ, K-8.
PUB DATE- 90
NOTE- 66p.; F r rela∷ed d cꝞmen∷∷, see CS 215 879-881, CS 012 836, and CS 509 533-534.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC03 PlꝞ∷ P ∷∷age.
PUB TYPE- GꝞΛde∷/Me∷h d∷/TechnΛqꝞe∷ (F r Prac∷Λ∷Λ ner∷) - Cla∷∷r m U∷e - TeachΛng GꝞΛde∷ (F r Teacher) (052),Legal/LegΛ∷la∷Λ e/RegꝞla∷ rQ Ma∷erΛal∷ (090)
DESCRIPTORS- C Ꝟr∷e De∷crΛp∷Λ n∷; C Ꝟr∷e Objec∷Λ e∷; Elemen∷arQ EdꝞca∷Λ n; Gr ꝞpΛng (In∷∷rꝞc∷Λ nal PꝞrp ∷e∷); *In∷egra∷ed CꝞrrΛcꝞlꝞm; *LangꝞage Ar∷∷; Paren∷ Par∷ΛcΛpa∷Λ n; S∷a∷e CꝞrrΛcꝞlꝞm GꝞΛde∷; S∷Ꝟden∷ E alꝞa∷Λ n; Teacher EdꝞca∷Λ n
IDENTIFIERS- *Idah ; Pr ce∷∷ Appr ach (WrΛ∷Λng)

DelΛnea∷Λng the c n∷en∷ tha∷ mꝞ∷∷ be c ered in the elemen∷arQ sch l∷ f the S∷a∷e f Idah , thΛ∷ gꝞΛde pre∷en∷∷ a c Ꝟr∷e f s∷ꝞdQ f r in∷∷rꝞc∷Λ n in in∷egra∷ed langꝞage ar∷∷, K-8. Al∷h Ꝟgh edꝞca∷ r∷ s me∷Λme∷ u∷e the term∷ in∷erchangeablQ, the c Ꝟr∷e f s∷ꝞdQ in the gꝞΛde i∷ n ∷ an in∷∷rꝞc∷Λ nal r cꝞrrΛcꝞlꝞm gꝞΛde--∷he c Ꝟr∷e f s∷ꝞdQ pre∷crΛbe∷ ha∷ i∷ t be taꝞgh∷; defΛne∷ the sꝞbjec∷ in term∷ f pꝞrp ∷e, defΛnΛ∷Λ n, s∷Ꝟden∷ g al∷ and bjec∷Λ e∷; and can be changed nlQ bQ ac∷Λ n f the S∷a∷e B ard f EdꝞca∷Λ n. Af∷er an in∷r dꝞc∷Λ n de∷Λgned t fꝞr∷her enhance under∷∷andΛng f the crΛ∷Λcal c mp nen∷∷ f the in∷egra∷ed langꝞage ar∷∷ (readΛng, rΛ∷Λng, speakΛng, lΛ∷∷enΛng, and vΛe Λng), the gꝞΛde pre∷en∷∷ p ∷Λ∷Λ n s∷a∷emen∷∷ n i∷∷Ꝟe∷ sꝞch a∷ appr prΛa∷e in∷∷rꝞc∷Λ nal ma∷erΛal∷, a∷∷e∷∷men∷/e alꝞa∷Λ n, gr ꝞpΛng s∷ra∷egΛe∷, lΛmΛ∷ed EnglΛ∷h pr fΛcΛencQ, paren∷al in l emen∷, spellΛng, teacher edꝞca∷Λ n, and trade b k∷. The gꝞΛde ne∷∷ pre∷en∷∷ sΛ¤ g al∷ and a∷∷ cΛa∷ed bjec∷Λ e∷ f r the in∷egra∷ed langꝞage ar∷∷ f r each f the grade∷ K-8. The gꝞΛde then pre∷en∷∷ a c mparΛ∷ n f tradΛ∷Λ nal and rΛ∷Λng pr ce∷∷ me∷h d∷ f r teachΛng ba∷Λc skΛll∷. A te∷∷b k e alꝞa∷Λ n f rm i∷ a∷∷ached. (RS)

ED 408 599 CS 215 879

Sec ndarQ EnglΛ∷h LangꝞage Ar∷∷ C Ꝟr∷e f S∷ꝞdQ.
PUB DATE- 91
NOTE- 40p.; F r rela∷ed d cꝞmen∷∷, see CS 215 878-881, CS 012 836, and CS 509 533-534.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC02 PlꝞ∷ P ∷∷age.
PUB TYPE- GꝞΛde∷/Me∷h d∷/TechnΛqꝞe∷ (F r Prac∷Λ∷Λ ner∷) - Cla∷∷r m U∷e - TeachΛng GꝞΛde∷ (F r Teacher) (052),Legal/LegΛ∷la∷Λ e/RegꝞla∷ rQ Ma∷erΛal∷ (090)
DESCRIPTORS- Cla∷∷ SΛ∷e; C mpꝞ∷er A∷∷Λ∷∷ed In∷∷rꝞc∷Λ n; C Ꝟr∷e De∷crΛp∷Λ n∷; C Ꝟr∷e Objec∷Λ e∷; *EnglΛ∷h In∷∷rꝞc∷Λ n; EnglΛ∷h (Sec nd LangꝞage); Paren∷ Par∷ΛcΛpa∷Λ n; Sec ndarQ EdꝞca∷Λ n; S∷a∷e CꝞrrΛcꝞlꝞm GꝞΛde∷; Teacher EdꝞca∷Λ n; TeachΛng Me∷h d∷
IDENTIFIERS- *Idah

DelΛnea∷Λng the c n∷en∷ tha∷ mꝞ∷∷ be c ered in the sec ndarQ sch l∷ f the S∷a∷e f Idah , thΛ∷ gꝞΛde pre∷en∷∷ a sec ndarQ EnglΛ∷h langꝞage ar∷∷ c Ꝟr∷e f s∷ꝞdQ. Al∷h Ꝟgh edꝞca∷ r∷ s me∷Λme∷ u∷e the term∷ in∷erchangeablQ, the c Ꝟr∷e f s∷ꝞdQ in the gꝞΛde i∷ n ∷ an in∷∷rꝞc∷Λ nal r cꝞrrΛcꝞlꝞm gꝞΛde--Λ∷ pre∷crΛbe∷ ha∷ i∷ t be taꝞgh∷; defΛne∷ the sꝞbjec∷ in term∷ f pꝞrp ∷e, defΛnΛ∷Λ n, s∷Ꝟden∷ g al∷ and bjec∷Λ e∷; and can be changed nlQ bQ ac∷Λ n f the S∷a∷e B ard f EdꝞca∷Λ n. The

DESCRIPTORS- CΛ::ΛΛen::hΛp Ed%ca::Λ n; In::ermedΛa::e Grade::; *Ma:::: MedΛa U::e; *Ne :: MedΛa; RacΛal DΛfference::; Sec ndarQ Ed%ca::Λ n; Se¤ DΛfference::; *S::%den:: A::::Λ::%de::; *S::%den:: Beha Λ r; *S::%den:: Charac::erΛ::::Λc::; Table:: (Da::a)

IDENTIFIERS- Na::Λ nal H %::eh ld Ed%ca::Λ n S%r eQ

A s::%dQ in e::::Λga::ed h dΛfference:: in s::%den:: charac::erΛ::::Λc:: mΛgh:: affec:: the rela::Λ n::hΛp be:: een heΛgh::ened in::ere:::: in na::Λ nal neñ:: and ne ::-::eekΛng beha Λ r. Da::a ere taken fr m the Y %::h CΛ Λc In l emen:: c mp nen:: f the 1996 Na::Λ nal H %::eh ld Ed%ca::Λ n S%r eQ. Teleph ne in::er Λe :: ere c nd%c::ed Λ::h 8,043 s::%den:::: in grade:: 6 thr %gh 12. Re::%l:::: indΛca::ed tha::: (1) ab %:: half f the s::%den:::: had taken a c %r::e tha:: req%Λred them t paQ a::::en::Λ n t g ernmen::, p lΛ::Λc::, r na::Λ nal ne :: d%rΛng the c%rren:: sch l Qear; (2) par::ΛcΛpa::Λ n in s%ch c %r::e:: a:: hΛgher f r female:: than male::, and hΛgher f r Black s::%den:::: and WhΛ::e s::%den:::: than HΛ::panΛc s::%den::::; (3) n dΛfference:: ere f %nd am ng s::%den:::: a::::endΛng p%blΛc r prΛ a::e sch l::; (4) 65% f s::%den:::: h t k a:: lea:::: ne c %r::e d%rΛng the la:::: 2 Qear:: rep r::ed theΛr in::ere:::: in p lΛ::Λc:: and na::Λ nal i::::%e:: increa::ed ":: me" r "a g d deal"; (5) n dΛfference:: e¤Λ::::ed in in::ere:::: in na::Λ nal i::::%e:: a:::: cΛa::ed Λ::h takΛng a c%rren:: e en:::: c %r::e f r gender, am ng racΛal/e::hnΛc gr %p::, r bQ the tQpe f sch l a::::ended; and (6) s::%den:::: h t k a c %r::e and rep r::ed tha:: theΛr in::ere:::: increa::ed a:: a re::%l:: ere m re lΛkelQ t seek ne :: in ::her aQ:: than ere s::%den:::: h t k s%ch c %r::e:: tha:: dΛd n :: genera::e increa::ed in::ere:::: r s::%den:::: h dΛd n :: take s%ch a c %r::e in the la:::: 2 Qear::. F%::%re re::earch sh %ld c n::Λn%e t e¤pl re the r le f ed%ca::Λ n in preparΛng Q %ng pe ple f r re::p n::Λble cΛ::ΛΛen::hΛp. (C n::aΛn:: 11 reference::, 3 table::, and a fΛg%re f da::a.) (RS)

ED 408 620 CS 215 918

Tch%dΛ, S%::an

W men':: Ed%ca::Λ n: The Rhe:: rΛc f HΛ:::: rQ and SerΛ %:: P%rp ::e f the Na%ga::%ck W men':: S::%dQ Cl%b.

PUB DATE- Mar 97

NOTE- 13p.; Paper pre::en::ed a:: the Ann%al Mee::Λng f the C nference n C llege C mp ::Λ::Λ n and C mm%nΛca::Λ n (48::h, Ph enΛ¤, AZ, March 12-15, 1997).

LANGUAGE- EnglΛ::h

EDRS PrΛce- MF01/PC01 Pl%:: P ::::age.

PUB TYPE- Rep r:::: - E al%a::Λ e/Fea::ΛbΛlΛ::Q (142),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)

DESCRIPTORS- Female::; *Independen:: S::%dQ; *LearnΛng Ac::Λ Λ::Λe::; LΛfel ng LearnΛng; *Self DΛrec::ed Gr %p::; Self M ::Λ a::Λ n; *S cΛal HΛ:::: rQ; *W men:: Ed%ca::Λ n

IDENTIFIERS- Kn ledge Acq%Λ::Λ::Λ n; S::%dQ Gr %p::; *W men:: Cl%b::

E::::ablΛ::hed in 1894, the Na%ga::%ck (C nnec::Λc%::) W men':: S::%dQ Cl%b i:: an e¤ample f the men':: gr %p:: tha:: seemed t sprΛng up sΛm%l::ane %::lQ in the la::e 19::h cen::%rQ acr :::: the UnΛ::ed S::a::e::. F %nded f r the p%rp ::e f "pr m ::Λng general in::ellΛgence and c%l::%re," the::e cl%b:: ere e::::ablΛ::hed bQ pΛllar:: f the c mm%nΛ::Q and incl%ded the Λ e:: f mΛnΛ::::er::, d c:: r::, and ::her pr fe::::Λ nal::. W men %ld ge:: t ge::her t enlarge theΛr rld:: thr %gh the s::%dQ f b k::--prΛmarΛlQ th ::e f c%::ed n the ar::::, lΛ::era::%re, and hΛ:::: rQ. The Na%ga::%ck cl%b began i:::: fΛr:::: Qear Λ::h a s::%dQ f "::ra el"--I::alQ a:: the c %n::rQ ch ::en and Gen a, the fΛr:::: cΛ::Q " Λ::Λ::ed." LΛke ::her s::%dQ cl%b::, a:: Na%ga::%ck the men re::earched and r ::e paper:: t be pre::en::ed t the member::hΛp, and a:: tΛme::, dΛ::c%::::Λ n::, m%::Λcale::, and drama::Λc pre::en::a::Λ n:: ere incl%ded a:: par:: f the QearlQ sched%le.

NOTE- 17p.; For related documents, see CS 509 534, CS 215 878-881, and CS 012 836.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Communication Skills; Course Descriptions; Course Objectives; *Interpersonal Communication; *Listening; Secondary Education; *Speech Communication; *Speech Instruction; State Curriculum Guides
IDENTIFIERS- *Idaho

Delineating the content that must be covered in the secondary schools of the State of Idaho, this guide presents a course of study for a full-semester course designed to help students better understand the complexities of the communication process and succeed in a world of interaction. Although educators sometimes use the terms interchangeably, the course of study in the guide is not an instructional or curriculum guide--the course of study prescribes what is to be taught; defines the subject in terms of purpose, definition, student goals and objectives; and can be changed only by action of the State Board of Education. The guide begins by briefly discussing the philosophy, critical components, recommendations on class size and grade level at which the course is taught. The guide then lists the critical components (communication process, human relations skills, listening, and speech preparation and delivery) and goals for the course of study, followed by a detailed list of course objectives associated with each of the goals. A textbook adoption evaluation guide is attached. (RS)

ED 408 640 CS 509 534

Drama/Theater Arts: Course Outline and Description.
PUB DATE- 91
NOTE- 10p.; For related documents, see CS 509 533, CS 215 878-881, and CS 012 836.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Aesthetic Values; Course Descriptions; Course Objectives; Creative Expression; Secondary Education; State Curriculum Guides; Student Participation; *Theater Arts
IDENTIFIERS- *Idaho

This guide presents a course outline and description of drama/theater arts that satisfies Idaho state graduation requirements for humanities. After a brief description of the philosophy of such courses, the guide describes the critical components that drama/theater course must significantly deal with: aesthetic perception, creative expression through performance, historical and cultural appreciation, and aesthetic valuing and appreciation. The guide then presents detailed goals (including develop a working knowledge of being perceptive and selective in observing and responding to a physical state of being; express feelings and meanings through pantomime skills; understand and use the mechanics of acting; evaluate a theatrical activity as a mirror of the human condition; and develop an appreciation for the cooperative nature of theater) and associated course objectives for each of the critical components described. (RS)

ED 408 641 CS 509 535

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Graduation Requirements; *Human Resources; Participative Decision Making; *Personnel Policy; *Resource Allocation; State Legislation; State Standards; Teacher Placement; *Teacher Selection; Teaching Conditions; Tenure
IDENTIFIERS- *New York

Since the early 1980s, the New York State Board of Regents and the State Education Department have advanced a complex reform agenda centered around the development of curriculum and related standards. These reforms have considerable implications for the allocation and use of human resources within schooling systems. This paper reports on a series of case studies aimed at understanding three things: (1) what policy changes regarding allocation of human resources have occurred at the local level in response to state-initiated programs; (2) what impact have these policies and other reform strategies had on managerial and classroom practices; and (3) what are the implications of these findings for future policymaking and research. Data were obtained from a diverse sample of 10 schools in 4 public school districts in New York State. Methods included document review and interviews conducted with a total of 30 district and building-level administrators and teachers. The paper identifies six factors that affected the human-resource-allocation process at the local level: state guidelines; enrollment projections and student needs and wants; collective bargaining agreements; program initiatives and student performance; staff expectations; and facilities and scheduling constraints. School districts also varied in their capacity to respond to state-initiated reforms such as "The Board of Regents Action Plan" and the "New Compact for Learning." The interview data describe how four broad areas of reform affected the resource-allocation process: content emphases, standards and expectations for students, standards and expectations for teachers, and instructional time. Two tables are included; the appendix contains the interview instruments. (Contains 21 references). (LMI)

ED 408 660 EA 028 380

Roellke, Christopher F.
Tracing the Flow of Human Resources across Organizational Units and Secondary School Subject Areas.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Consortium for Policy Research in Education, Madison, WI. Finance Center.
PUB DATE- Mar 97
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Enrollment; *Fiscal Capacity; *Human Resources; Longitudinal Studies; *Resource Allocation; School District Size; *School District Spending; *School Personnel; Secondary Education; Tables (Data); Teacher Placement
IDENTIFIERS- New York

Although New York State introduced its standards-based reform over a decade ago, it remains unclear as to how local education respect and personal contact. (Contains 16 references.) (LMI)

ED 408 678 EA 028 408

Daresh, John C.
Research on Beginning School Leaders: Where Do We Go Next?
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Administrator Evaluation; *Administrator Responsibility; *Administrator Role; *Beginning Principals; Elementary Secondary Education; Foreign Countries; Open Enrollment; Politics of Education; *Professional Development

Greater attention is now being directed at issues associated with the professional development of new school leaders. This paper identifies some of the major concerns of beginning school leaders across different nations, some of which include needs for knowledge about basic managerial skills, adequate socialization to the job, and a sense of self. The paper offers directions for future research: (1) studies of school-reform proposals (such as centralized assessment, new demands to work with political bodies, and open enrollment) and their relationship to beginners' needs; (2) changing societal issues and their impact on beginning principals; and (3) an increased focus on the professional development of school leaders. (LMI)

ED 408 679 EA 028 409

Blanchette, Cornelia M.
Department of Education: Challenges in Promoting Access and Excellence in Education. Testimony before the Subcommittee on Human Resources, Committee on Government Reform and Oversight, House of Representatives.
PUB DATE- Mar 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Accountability; *Cost Effectiveness; Educational Finance; Educational Resources; Elementary Secondary Education; *Excellence in Education; Expenditures; Federal Programs; *Federal State Relationship; Postsecondary Education; Risk Management; *Student Loan Programs
IDENTIFIERS- *Department of Education

This document contains the testimony given by Cornelia M. Blanchette, associate director of education and employment issues in the Health, Education, and Human Services Division of the U.S. Department of Education. The document discusses challenges that the Department of Education faces in carrying out its mission in a cost-efficient and effective manner: (1) ensuring access to postsecondary institutions, while at the same time protecting the financial interests of the government; and (2) promoting access to and excellence in elementary, secondary, and adult education. The report also discusses how the Department's ability to meet these challenges could be enhanced by improved management. Although the department has

School Culture; School Districts; Scores
What does it mean to be a "good" school district? What are the actions needed to establish a culture of continuous and long-term improvement? This document is written for school and district leaders interested in exploring how to frame and understand accountability for quality. It explores what it really means for a school district to hold itself accountable at all levels. Chapter 1 summarizes the unintended consequences that result from accreditation and accountability policies that put too much pressure on schools to raise test scores. The second chapter tells the story of one school district--Elizabeth City-Pasquotank School District in North Carolina--that developed accountability strategies around the belief that encouraging good school-based thinking about quality teaching and learning practices would lead to good test results. The district strategies evolved over 4 years to include: (1) developing a new set of "process" indicators; (2) district leaders visiting and talking with school faculty; (3) training teachers in classroom assessment; (4) supporting the development of school-based authentic assessment approaches; (5) developing promotion/intervention policies that clarify expectations for students' progress and demand accountability from students and parents as well as schools; and (6) involving school administrators and all teachers in the development of agreed-upon standards for "good" teaching in the basics. Chapter 3 discusses how the strategies encouraged accountability at several levels. Appendices include the district's proposed district-wide indicators, a support staff feedback-survey, components of the grades 1-6 communication-skills program, an evaluation rubric for senior project presentations, and the K-8 promotion-intervention policy. (Contains 33 references.) (LMI)

ED 408 698 EA 028 436

Lange, Cheryl; And Others
Minnesota Charter Schools Evaluation. Interim Report.
PUB DATE- Dec 96
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Charter Schools; *Educational Assessment; Elementary Secondary Education; Outcomes of Education; Program Implementation; Public Schools; *School Demography; *School Organization; State Legislation
IDENTIFIERS- *Minnesota
In 1991, the Minnesota Legislature enacted the first legislation in the nation to permit creation of legally and financially independent public schools called charter schools. In February 1996, the Minnesota State Board of Education authorized an 18-month evaluation of Minnesota's charter schools. An evaluation team from the University of Minnesota gathered data through a telephone survey of the 16 charter schools in operation during spring 1996; site visits; interviews; analysis of student performance data; a survey of staff, parents, and students; and a comparison of Minnesota's charter-school legislation and charter schools with those of other states. This report includes the findings available as of December 1996. The data show that starting new charter schools is very hard work. Charter schools are hampered by a lack of precedent, a lack of resources, innovation under daily pressure, the creation of school culture from scratch, difficulties in balancing planning and implementation, and environmental pressures. The report

base, one political and constitutional barriers to tax base expansion, and the fierce sectoral rivalry for state revenues. Since the late 1980s efforts to find other funding sources have met with mixed or limited success. These efforts included a lottery, a local sales tax, and a referendum to guarantee a fixed percentage of the budget for public education. Other issues include equity, capital construction, efficiency, and educational reform. (Contains seven references.) (LMI)

ED 408 716 EC 305 261

Inclusion: An Annotated Bibliography. Supplement.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 96
NOTE- 83p.; For the previous supplement, see ED 401 652. For original bibliography, see ED 372 573.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Case Studies; Curriculum; *Disabilities; Early Childhood Education; Educational Philosophy; Elementary Secondary Education; *Inclusive Schools; Legal Problems; Legislation; Postsecondary Education; Teacher Collaboration; Teacher Education

This bibliography contains approximately 80 abstracts of publications, dated from 1991 through 1996, concerned with the provision of educational services for students with disabilities in inclusive settings. Each one-page reference includes bibliographic information (author, title, publication date, journal, publisher, place of publication); source information; an abstract; subject descriptors; and a list of suggested audiences. The abstracts are grouped into the following broad categories: case studies, collaboration, curriculum, disability awareness, early childhood, legal interpretations, legal issues, legislation, miscellaneous, newsletters, philosophy, policies, position statements, research, staff training/preparation, strategies/implementation, teacher education, and videos. (DB)

ED 408 717 EC 305 540

Loux, Donny
Report of the Legislative Task Force on American Sign Language to the Members of the 69th Session of the Nevada Legislature.
PUB DATE- Nov 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Sign Language; Credits; Curriculum Development; *Deafness; Educational Policy; Elementary Secondary Education; Higher Education; Language Proficiency; Manual Communication; *Second Language Instruction; Second Languages; State Legislation; State Standards; Teacher Certification
IDENTIFIERS- Deaf Community; Deaf Culture; *Nevada

This booklet presents basic issues and recommendations of a Nevada legislative task force on the establishment of courses in American Sign Language (ASL) for credit as a foreign language in the public schools and institutions of higher education. An introductory section, "American Sign Language and Deaf Culture Issues and Answers: A Basic Guide for Education

DESCRIPTORS- *Beha Λ r Change; *Beha Λ r DΛꞩ rderꞩ; *Claꞩꞩr m TechnΛqɄeꞩ; *De el pmenꞩal DelaQꞩ; ElemenꞩarQ Sec ndarQ EdɄcaꞩΛ n; E¤pecꞩaꞩΛ n; *InclɄꞩΛ e Sch lꞩ; Inꞩer Λe ꞩ; MaΛnꞩꞩreamΛng; P ꞩΛꞩΛ e ReΛnf rcemenꞩ; *Teacher SꞩɄdenꞩ RelaꞩΛ nꞩhΛp; TeachΛng Meꞩh dꞩ; TΛme n Taꞩk

ThΛꞩ gɄΛde deꞩcrΛbeꞩ eΛghꞩ skΛllꞩ e erQ teacher sh Ʉld learn thaꞩ ere derΛ ed fr m a sꞩɄdQ f 252 sch lꞩ in 50 sꞩaꞩeꞩ, AmerΛcan terrΛꞩ rΛeꞩ and pr ꞩecꞩ raꞩeꞩ, and 14 f reΛgn c ɄnꞩrΛeꞩ er a 16-Qear perΛ d (1980-1996). Inꞩer Λe ꞩ ere c ndɄcꞩed Λꞩh 769 teacherꞩ, 253 admΛnΛꞩꞩraꞩ rꞩ, and 23 ꞩher sch l perꞩ nnel. The skΛllꞩ inclɄde: (1) the abΛlΛꞩQ t teach e¤pecꞩaꞩΛ nꞩ; (2) the abΛlΛꞩQ t geꞩ and keep sꞩɄdenꞩꞩ n taꞩk; (3) the abΛlΛꞩQ t maΛnꞩaΛn a hΛgh raꞩe f p ꞩΛꞩΛ e teacher-ꞩ -pɄpΛl inꞩeracꞩΛ nꞩ (ΛnclɄdΛng enꞩɄrΛng p ꞩΛꞩΛ e inꞩeracꞩΛ nꞩ Λꞩh sꞩɄdenꞩꞩ h ha e de el pmenꞩal delaQꞩ); (4) the abΛlΛꞩQ t reꞩp nd n nc ercΛ elQ t inappr prΛaꞩe beha Λ r thaꞩ iꞩ c nꞩeqɄenꞩΛal; (5) the abΛlΛꞩQ t maΛnꞩaΛn a hΛgh raꞩe f rΛꞩk-free sꞩɄdenꞩ reꞩp nꞩe pp rꞩɄnΛꞩΛeꞩ; (6) the abΛlΛꞩQ t ser e pr blem-beha Λ r sꞩɄdenꞩꞩ in the prΛmarQ learnΛng en Λr nmenꞩ; (7) the abΛlΛꞩQ t a Λd beΛng trapped inꞩ reꞩp nꞩeꞩ (crΛꞩΛcΛꞩm, sarcaꞩm, threaꞩꞩ, qɄeꞩꞩΛ nΛng, l gΛc, argɄΛng, f rce, and deꞩpaΛr); and (8) the abΛlΛꞩQ t manage beha Λ r "ꞩcΛenꞩΛfΛcallQ." Al ng Λꞩh the deꞩcrΛpꞩΛ n f each skΛll iꞩ an e¤planaꞩΛ n f hQ teacherꞩ need t learn the specΛfΛc skΛll and a dΛꞩcɄꞩꞩΛ n f sɄpp rꞩΛng reꞩearch fΛndΛngꞩ and bꞩer aꞩΛ nꞩ. (CR)

ED 408 736 EC 305 607

Br ke, ValerΛe, Ed.; And Oꞩherꞩ
SɄpp rꞩed Empl Qmenꞩ Handb k: A CɄꞩꞩ mer-DrΛ en Appr ach f r Perꞩ nꞩ Λꞩh SΛgnΛfΛcanꞩ DΛꞩabΛlΛꞩΛeꞩ.
SPONS. AGENCY- Deparꞩmenꞩ f EdɄcaꞩΛ n, WaꞩhΛngꞩ n, DC.
PUB DATE- Feb 97
NOTE- 262p.
LANGUAGE- EnglΛꞩh
EDRS PrΛce- MF01/PC11 PlɄꞩ P ꞩꞩage.
PUB TYPE- GɄΛdeꞩ/Meꞩh dꞩ/TechnΛqɄeꞩ (F r PracꞩΛꞩΛ nerꞩ) - N n-Claꞩꞩr m Uꞩe (F r AdmΛnΛꞩꞩraꞩΛ e and SɄpp rꞩ Sꞩaff, and f r Teacherꞩ, Parenꞩꞩ, ClergQ, eꞩc. in N n-Claꞩꞩr m sΛꞩɄaꞩΛ nꞩ) (055)
DESCRIPTORS- AdɄlꞩꞩ; *DΛꞩabΛlΛꞩΛeꞩ; Empl Qmenꞩ Inꞩer Λe ꞩ; E alɄaꞩΛ n Meꞩh dꞩ; *HelpΛng RelaꞩΛ nꞩhΛp; J b AnalQꞩΛꞩ; J b ApplΛcaꞩΛ n; *J b De el pmenꞩ; *J b Placemenꞩ; J b Search Meꞩh dꞩ; *MarkeꞩΛng; Pr gram E alɄaꞩΛ n; Self Managemenꞩ; *SɄpp rꞩed Empl Qmenꞩ

ThΛꞩ manɄal pr Λdeꞩ traΛnΛng inf rmaꞩΛ n f r implemenꞩΛng sɄpp rꞩed empl Qmenꞩ bQ uꞩΛng a cɄꞩꞩ mer-drΛ en appr ach. Chapꞩer 1, "SɄpp rꞩed Empl Qmenꞩ: A CɄꞩꞩ mer-DrΛ en Appr ach" (ValerΛe Br ke and ꞩherꞩ), deꞩcrΛbeꞩ cɄrrenꞩ beꞩꞩ pracꞩΛceꞩ, a ne cɄꞩꞩ mer-drΛ en appr ach t sɄpp rꞩed empl Qmenꞩ, and the r le f the empl Qmenꞩ specΛalΛꞩꞩ. Chapꞩer 2, "OrganΛΛaꞩΛ nal MarkeꞩΛng" (AmQ Armꞩꞩr ng and ꞩherꞩ), dΛꞩcɄꞩꞩeꞩ de el pΛng and implemenꞩΛng a markeꞩΛng sꞩraꞩegQ f r sɄpp rꞩed empl Qmenꞩ pr gramꞩ. The f ll Λng chapꞩer, "CɄꞩꞩ mer Pr fΛle" (WendQ Parenꞩ and ꞩherꞩ), deꞩcrΛbeꞩ the pr ceꞩꞩ f de el pΛng a cɄꞩꞩ mer pr fΛle t aꞩꞩΛꞩꞩ indΛ ΛdɄalꞩ in fΛndΛng a j b. Chapꞩer 4, "J b De el pmenꞩ: The Paꞩh t Careerꞩ" (Karen FlΛpp and ꞩherꞩ), dΛꞩcɄꞩꞩeꞩ technΛqɄeꞩ f r increaꞩΛng cɄꞩꞩ mer in l emenꞩ in j b de el pmenꞩ, de el pΛng bɄꞩΛneꞩꞩ parꞩnerꞩhΛpꞩ, crafꞩΛng the j b search plan, j b analQꞩΛꞩ, and acc mm daꞩΛ nꞩ. The neꞩꞩ chapꞩer, "Empl Qmenꞩ Seleccꞩ Λ n" (J. MΛchael BarcɄꞩ and ꞩherꞩ), deꞩcrΛbeꞩ h t aꞩꞩΛꞩꞩ a cɄꞩꞩ mer in applQΛng f r a j b and j b inꞩer Λe Λng, and acꞩΛ ΛꞩΛeꞩ thaꞩ s::¥den::: Λ::h dΛ::abΛlΛ::Λe:: in the reg¥lar cla:::r m. AnalQ::Λ:: f the fΛndΛng:: re eal a s::r ng p ::Λ::Λ e teacher a:::Λ::¥de t ard incl¥::Λ e placemen:: f specΛal ed¥ca::Λ n and reg¥lar ed¥ca::Λ n s::¥den::: Λ::hΛn the same cla:::r m. The teacher:: belΛe ed b ::h tQpe:: f s::¥den::: ¥ld benefΛ:: s cΛallQ fr m thΛ:: tQpe f placemen::, b¥:: ha e re::er a::Λ n:: ab ¥:: mee::Λng in:::r¥c::Λ nal need:: f s::¥den::: Λ::h dΛ::abΛlΛ::Λe::. The s¥r eQ f ¥nd the teacher:: belΛe e tha:: theQ lack kn ledge f c -teachΛng and sh ¥ld receΛ e in::er Λce traΛnΛng if c -::eachΛng i:: t be s¥cce:::f¥l. Re::¥l::: al:: sh tha:: teacher:: Λ::h adeq¥a::e kn ledge f c -::eachΛng f re::a m re fa rable re::¥l::: f r s::¥den::: Λ::h dΛ::abΛlΛ::Λe:: in the reg¥lar cla:::r m. Teacher:: Λ::h le::: teachΛng e¤perΛence sa c llegΛalΛ::Q a:: a mean:: t impr e teachΛng skΛll:: and vΛe ed c -plannΛng a:: m re dΛffΛc¥l:: than dΛd the teacher:: Λ::h m re e¤perΛence. J¥nΛ r hΛgh and hΛgh sch l teacher:: dem n:::ra::ed s::r nger pΛnΛ n::, b ::h p ::Λ::Λ e and nega::Λ e, t ard c -teachΛng and incl¥::Λ n f s::¥den::: Λ::h dΛ::abΛlΛ::Λe:: in the reg¥lar cla:::r m than elemen::arQ teacher::. (C n::aΛn:: 70 reference::.) (CR)

ED 408 755 EC 305 626

T::aΛ, Den-M ; ShΛh, Ye -Sheng
GΛf::ed Ed¥ca::Λ n in TaΛ an: Ser Λce::, Pr blem:: and Challenge::.
PUB DATE- Apr 97
NOTE- 22p.; Paper pre::en::ed a:: the Ann¥al C n en::Λ n f the C ¥ncΛl f r E¤cep::Λ nal ChΛldren (75::h, Sal:: Lake CΛ::Q, UT, AprΛl 8-13, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P :::age.
PUB TYPE- Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *C mpara::Λ e Ed¥ca::Λ n; Ed¥ca::Λ nal Me::h d::; *Ed¥ca::Λ nal PhΛl :: phQ; *Ed¥ca::Λ nal Prac::Λce::; Elemen::arQ Sec ndarQ Ed¥ca::Λ n; F reΛgn C ¥n::rΛe::; *GΛf::ed; Pr gram De el pmen::; SpecΛal Pr gram::; Talen:: Iden::ΛfΛca::Λ n
IDENTIFIERS- *TaΛÑan

ThΛ:: paper trace:: the three s::age:: f de el pmen:: f gΛf::ed pr grammΛng in TaΛ an, ser Λce:: tha:: are n a aΛlable in gΛf::ed ed¥ca::Λ n, and c n::Λn¥Λng challenge:: in gΛf::ed ed¥ca::Λ n. CrΛ::Λcal e en::: tha:: shaped gΛf::ed ed¥ca::Λ n d¥rΛng 1973-79, 1980-81, and 1982-89 are de::crΛbed, incl¥dΛng gΛf::ed pr grammΛng f r elemen::arQ s::¥den:::, j¥nΛ r hΛgh sch l s::¥den:::, and hΛgh sch l s::¥den:::. The e:::ablΛ::hmen:: f s¥mmer camp:: f r gΛf::ed s::¥den:::, the benefΛ::: and dΛ::ad an::age:: t self-c n::aΛned specΛal cla:::e:: and re:: ¥rce r m::, and the all ance f r grade accelera::Λ n are dΛ::c¥:::ed. Change:: in gΛf::ed pr grammΛng and ser Λce:: tha:: are n a aΛlable t gΛf::ed s::¥den::: are de::crΛbed, incl¥dΛng: (1) earlΛer enr llmen:: and accelera::Λ n; (2) m re and be:::er traΛnΛng f teacher::; (3) acce::: t a varΛe::Q f pr gram::; (4) addΛ::Λ nal a en¥e:: t hΛgher le el sch l::; and (5) the a aΛlabΛlΛ::Q f m re re:: ¥rce:: f r gΛf::ed s::¥den:::. Pr blem:: and challenge:: in the de el pmen:: f gΛf::ed ed¥ca::Λ n are al:: dΛ::c¥:::ed, incl¥dΛng the defΛnΛ::Λ n and iden::ΛfΛca::Λ n f gΛf::ed s::¥den:::, the impac:: f en::rance e¤amΛna::Λ n::, the need f r be:::er c¥rrΛc¥la and teachΛng me::h d::, and the need f r a s¥pp r:: sQ:::em f r gΛf::ed s::¥den:::. (C n::aΛn:: 45 reference::.) (CR)

ED 408 756 EC 305 627

MacLe d-GallΛnger, Jane::

Education; Federal Aid; Federal Legislation; Financial Support; *Inclusive Schools; Mainstreaming; School Districts; *Special Education; *State Aid; State Regulation; State Standards; *Student Placement
IDENTIFIERS- *Funding Formulas; Individuals with Disabilities Education Act

This policy brief reviews relationships between state special education funding formulas and placements in which children with disabilities are served, specifically compliance with mandates for a free and appropriate public education (FAPE) and placement in the least restrictive environment (LRE). Data analyzed were for the school year 1992-93. Interviews were conducted with state level personnel in three states with relatively high and increasing rates of regular class placements. Findings indicated: (1) high rates of disagreement about the best relationship between funding formulas and the provision of services; (2) no support for the assertion that funding formulas based on where students receive services encourage placement of students into high reimbursement options; and (3) an association between density of population and high use of separate placements and between high use of various types of separate placements. The report concludes that there is limited evidence that any particular funding formula is used more often by states with relatively higher rates of placements in regular classes and that, in all likelihood, there are no incentive-free financing systems. Graphs and tables provide detailed findings on rates of regular class placement by state, types of funding formulas, and state characteristics. (Contains 12 references.) (DB)

ED 408 774 EC 305 646

Mitchell, Melissa, Ed.
Money Matters. Federal Financial Support for Special Education: What's the Right Formula? Project ALIGN Issue Brief.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; *Disabilities; Disability Identification; Educational Change; Educational Legislation; Elementary Secondary Education; *Federal Aid; Federal Legislation; *Special Education; Trend Analysis
IDENTIFIERS- *Funding Formulas; *Individuals with Disabilities Education Act

This policy brief explores issues associated with the question of whether federal funds to implement the Individuals with Disabilities Education Act (IDEA) should be allocated on the basis of the number of children with disabilities or a percentage of each state's resident population of children. The report examines proposed changes in the federal formula (supporting and opposing positions), the projected impact of a formula change, impact on identification and services, and other potential adjustments to the formula. It notes a movement toward a census-based formula in the face of the sentiment that IDEA is overregulated and underfunded. Supporting arguments suggest that the census-based approach would create incentives for states to undertake reforms such as prereferral and early intervention and provide disincentives for overrepresentation of minorities in special education. Among opposing arguments

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Blindness; Elementary Education; Evaluation Methods; *Helplessness; Models; Persistence; Public Schools; Self Concept; *State Schools; *Student Attitudes; *Student Evaluation; Teacher Attitudes; *Visual Impairments

This report describes the outcomes of a one-year federally funded pilot study of 14 students with low vision or blindness (grades 3-6) and 13 teachers. The study was designed to generate practical classroom assessment procedures for measuring "learned helplessness" and recommendations for a conceptual intervention model for use in the classroom. The students were enrolled in programs for students with visual impairments at the Arizona School for the Deaf and Blind or the Tucson Unified School District. The first section of the report describes learned helplessness and details the project's objectives and research methodology. Attached appendices discuss the results of five individual studies. Research findings include: (1) the Dweck Effort/Ability IAR Subscale may identify mastery oriented and learned helpless response patterns among students with visual impairments; (2) state school students with visual impairments had higher expectations of succeeding on different tasks; (3) the students tended to reduce persistence time on tasks after failure, but there were no significant differences among students in different placements; and (4) state school students consistently attributed their success on tasks to factors such as personal ability, while public school students saw ability and effort as equally important causes for their success. (Contains 60 references.) (CR)

ED 408 792 EC 305 673

Williams, Joanna P.
Learning Disabled Readers' Comprehension of Theme in Narrative.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Reading; Critical Reading; Elementary Secondary Education; *Learning Disabilities; Phonics; *Program Effectiveness; *Reading Comprehension; *Reading Difficulties; Reading Instruction; Reading Processes; *Reading Strategies
IDENTIFIERS- *Theme (Literary)

This final report details the results of a federally funded project designed to investigate reading comprehension in students with learning disabilities and their ability to identify themes. The first part of the report discusses reading instruction and students with learning disabilities, and provides an overview of the research. The second section consists of a report on 2 studies that compared identification of theme in narrative by 10 adolescents with learning disabilities and 10 typical students. Research findings in the study indicate that the students with learning disabilities had specific difficulty with theme identification. The third section describes an instructional program designed to teach students with learning disabilities about the concept of theme and how to identify themes in short stories. It also presents an evaluation of the program in two different populations of students with learning disabilities. Results of the evaluation indicate that the Themes Instruction Program was successful in

Patterns. User's Guide and Video Tape.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 67p.; Video tape and video disc not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Sign Language; Check Lists; *Educational Media; Grammar; *Hearing Impairments; Independent Study; Instructional Materials; Language Arts; Multimedia Materials; Video disks; Video tape Recording; Vocabulary Development
IDENTIFIERS- *Signed English

This self-instructional program, designed to teach 83 basic signs, includes a user's guide, a video tape, and an interactive video disc. The program is intended to teach common phrases and sentences, but can also be used to illustrate selected grammatical features of English as part of a language arts program for deaf children. The interactive component is intended to provide visual demonstrations of signing in full motion, repeated practice through the interactive computer program, and continuing confirming or corrective feedback. Although most of the signs are from the lexicon of American Sign Language, video sequences set in natural environments present fluent signers communicating the phrases using a modified form of Signed English. The orientation video tape incorporates an overview of the program and presents a vignette designed to help hearing individuals perceive a deaf child's world. After an overview, the user's guide provides instructions for: (1) setting up the system; (2) starting up, playing, and shutting down; (3) operating the program; and (4) classroom set-up. Appended are The Signing Performance Checklist and instructions for its administration. (DB)

ED 408 811 EC 305 699

Report of the Office of Special Education Programs. Proceedings of the Annual Technical Assistance and Dissemination Conference (7th, Washington, D.C., March 3-5, 1997).
SPONS. AGENCY- Federal Resource Center for Special Education, Lexington, KY.; National Early Childhood Technical Assistance System, Chapel Hill, NC.
PUB DATE- 97
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Information; Autism; Cooperation; *Disabilities; Early Childhood Education; *Information Dissemination; *Information Networks; Information Transfer; *Problem Solving; Special Education; Standards; *Technical Assistance; Theory Practice Relationship
IDENTIFIERS- Federal Resource Center for Special Education

This report summarizes the interaction that occurred during the Seventh Annual Technical Assistance and Dissemination Conference. The purpose of the conference was to provide participants with an opportunity to: (1) increase knowledge in various topical areas related to technical assistance and dissemination (TA&D); (2) exchange information, problem-solve, and pursue collaborative activities with other TA&D colleagues; and (3) become familiar with the resources/services/expertise of other U.S. Department of Education TA&D projects. The report begins with a section summarizing workgroup sessions that

NOTE- 23p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (22nd, Japan, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Style; College Students; English Literature; *English (Second Language); Foreign Countries; Higher Education; Language Research; Language Usage; *Learning Strategies; Linguistics; Majors (Students); Questionnaires; Second Language Learning; *Self Esteem; *Student Motivation; Study Habits; Surveys
IDENTIFIERS- Japan

This study investigated learning styles and learning strategies among Japanese university students whose majors are directly related to English. Data were gathered in a survey of 365 students in English literature, language, or linguistics courses at two universities. The survey included questions about study outside class time, study using materials other than those specifically for class, use of a personalized approach to studying, self-monitoring of target language use, confidence in using the target language, and motivations for taking the English course. Respondents were also asked to assign attributes to each of four learning styles (heart, head, hands, free), indicate which they considered their own style to be, and assess the importance to their own learning of 16 general learning behaviors. Results indicate: (1) these students did not show attributes of the idealized good language learner, suggesting lack of personal involvement in the learning process; (2) students' ability to "construct" a four-group learning style model was limited, suggesting limited understanding of the learning style concept; and (3) students' accuracy in assessing their own learning style was weak. The questionnaire used in the survey, in both English and Japanese, is appended. Contains 18 references. (MSE)

ED 408 831 FL 024 581

Thompson, Susan N.
Teaching Library Research Skills to ESL Students.
PUB DATE- Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Dewey Decimal Classification; English for Academic Purposes; *English (Second Language); *Foreign Students; Higher Education; Information Sources; Library Catalogs; Library Collections; *Library Instruction; *Library Skills; Majors (Students); *Research Skills; Second Language Instruction; Skill Development; Vocabulary
IDENTIFIERS- Japanese People

The materials included in this presentation consist of information about a program to teach library research skills to Japanese university students of English as a Second Language (ESL) studying in the United States and student worksheets for use in the program. The program, instituted at Mukogawa Fort Wright Institute (Washington), is designed to assist English

EDRS PrΛce- MF01/PC01 Pl¼:: P ::::age.
PUB TYPE- Rep r:::: - E al¼a::Λ e/Fea::ΛbΛlΛ::Q (142)
DESCRIPTORS- Ban::¼ Lang¼age::; C mpara::Λ e AnalQ::Λ::; C n::ra::::Λ e LΛng¼Λ::::Λc::; EnglΛ::h; F reΛgn C ¼n::rΛe::; F rm Cla::::e:: (Lang¼age::); *H¼ngarΛan; *KΛ::¼ba; *Lang¼age Pa::::ern::; Lang¼age Re::earch; LΛng¼Λ::::Λc The rQ; *NepalΛ; *Seman::Λc::; Tran::la::Λ n; *Unc mm nlQ Ta¼gh:: Lang¼age::

An analQ::Λ:: f the in::::r¼men::al ca::e in f ¼r lang¼age:: (EnglΛ::h, H¼ngarΛan, K ng , and NepalΛ) c mpare:: e¤pre::::Λ n:: f each f the deep ca::e:: f in::::r¼men::alΛ::Q (:: l, b dQ par::, ma::erΛal, and f rce) in each lang¼age. Ob::er a::Λ n:: are ba::ed n a tran::la::Λ n e¤ercΛ::e gΛ en t na::Λ e speaker:: f the lang¼age:: and n f ll -¼p in::er Λeñ::. The tran::la::Λ n sen::ence:: incl¼ded: "::he ca¼gh:: the fΛ::h Λ::h a ne::"; "he hΛ:: the bΛrd Λ::h a s:: ne"; "::heQ g¼arded theΛr h ¼::e Λ::h d g::"; "::he c¼:: the s::rΛng Λ::h her tee::h"; he paΛd f r the meal Λ::h ca::h"; "::he s¼n fΛlled the r m Λ::h lΛgh::"; "he pl ed the fΛeld Λ::h a h r::e"; "::heQ tra eled bQ plane"; "he made the f¼rnΛ::¼re Λ::h d"; "::heQ p¼:: ¼:: the fΛre Λ::h a::er and dΛr::"; and "::heQ farmed the land Λ::h sla e::." I:: a:: f ¼nd tha:: in::::r¼men::alΛ::Q a:: manΛfe::::ed in a Λde varΛe::Q f aQ::, s me::Λme:: c mparable t ::her lang¼age:: and s me::Λme:: n ::. (MSE)

ED 408 851 FL 024 611

Br ne, Charle::; P ¼l::h ck, J ::eph
The W nder f Lang¼age.
PUB DATE- 96
NOTE- 12p.; Paper pre::en::ed a:: the Ann¼al Mee::Λng f the Japan A:::: cΛa::Λ n f Lang¼age Teacher:: (22nd, Japan, N ember 1996).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¼:: P ::::age.
PUB TYPE- OpΛnΛ n::/Per:: nal VΛe p Λn::::/P ::Λ::Λ n Paper::/E::::aQ:: (120),Rep r:::: - E al¼a::Λ e/Fea::ΛbΛlΛ::Q (142),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Cla::::r m TechnΛq¼e::; Ed¼ca::Λ nal S::ra::egΛe::; F reΛgn C ¼n::rΛe::; *In::ellΛgence; *Lang¼age Pa::::ern::; *Lang¼age Pr ce::::Λng; *Lang¼age R le; LΛng¼Λ::::Λc The rQ; Sec nd Lang¼age In::::r¼c::Λ n; *Sec nd Lang¼age::

The phen men n f lang¼age i:: dΛ::c¼::::ed and s¼gge::::Λ n:: are made f r u::Λng i:::: unΛq¼e a::pec:::: t enhance cla::::r m sec nd lang¼age teachΛng and learnΛng. FΛ e maΛn p Λn:::: are made ab ¼:: lang¼age: (1) i:: dΛffer:: in kΛnd, n :: sΛmplQ in degree, fr m ::her specΛe::' c mm¼nΛca::Λ e beha Λ r::; (2) the nder f h¼man lang¼age i:: rΛ aled bQ nlQ ne ::her repre::en::a::Λ e sQ::::em, the bΛ l gΛcal lang¼age f DNA; (3) h¼man in::ellΛgence manΛfe::::ed in lang¼age, m¼ch lΛke gene::Λc pr ce::::e::, enable:: h¼man:: t c nnec:: the realm f fac:::: and e¤perΛence Λ::h tha:: f c ncep:::: and pr p ::Λ::Λ n::; (4) h¼man in::ellΛgence and lang¼age capacΛ::Q re eal repre::en::a::Λ nal p er:: and ::her charac::erΛ::::Λc:: tha:: dem n::::ra::e tha:: mΛnd and lang¼age cann :: be under:::: d in ma::erΛal term::; and (5) the::e fac:: r:: sh ¼ld affec:: the aQ teacher:: ch ::e the me::h d::, c n::en::, and lang¼age theQ u::e in the cla::::r m. C n::aΛn:: 12 reference::. (MSE)

ED 408 852 FL 024 614

KennedQ, D ra F.
BΛdΛalec::alΛ::m vΛ::-a- Λ:: BΛlΛng¼alΛ::m, Λ::h SpecΛfΛc Reference t Black EnglΛ::h (and ApplΛca::Λ n t EarlQ ReadΛng).
PUB DATE- Dec 73
NOTE- 68p.; C ¼r::e paper f r UnΛ er::Λ::Q f MarQland C ¼r::e EDHD-722.

The Fragile Coalition: Public Support for Higher Education in the 1990s.
PUB DATE- 95
NOTE- 55p.; For related reports, see HE 028 940-941.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Democratic Values; *Educational Attitudes; Educational Quality; Equal Education; Focus Groups; General Education; *Higher Education; Institutional Autonomy; Leadership; Liberal Arts; Opinions; Paying for College; Political Issues; *Public Support

This report summarizes the views on and attitudes toward higher education of 43 leaders from Detroit (Michigan), Memphis (Tennessee), Cherry Hill (New Jersey), and San Antonio (Texas). The study found that the leaders' views were nearly opposite of those held by the American public as reported in two related publications. These community leaders know a great deal about American higher education and they support its goals but they are extremely critical of how higher education implements its stated mission and pursues its goals. Although both leaders and the general public emphasize the importance of higher education as preparation for work, leaders stress the importance of general education and the value of courses in the liberal arts as an aid to thinking and a means of better quality of life. Access to education for most Americans is seen as a question of income but community leaders see a continued impact of past social inequities. Leaders are also more critical of the quality of undergraduate and graduate education and the level of preparation evidenced by graduates. Leaders want a more accountable system and one that renews its historic leadership role in advancing social justice. They see financial pressures as increasing and new support coalitions developing. (JLS)

ED 408 871 HE 030 184

Jenkins, Charles W. Ed.
Perspectives on Leadership in Facilities Management.
PUB DATE- 95
NOTE- 134p.; Funding provided by NALCO Chemical Company. Papers were originally written for an Association of Higher Education Facilities Officers publication or meeting presentation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Building Operation; Business Administration; Change Agents; *College Buildings; Contracts; *Educational Facilities; *Educational Facilities Planning; Energy Management; Excellence in Education; Higher Education; Human Resources; Institutional Mission; Landscaping; *Leadership; Leadership Responsibility; Personnel Management; Productivity; Program Administration; Retrenchment; *School Maintenance; Small Colleges; Strategic Planning; Supervision

This collection of papers examines issues concerning leadership in facilities management in higher education. Chapters include: (1) "Catch the Spirit of Leadership" (Jack Hug); (2) "Visionary Leadership: Creating a New Tomorrow" (Burt Nanus); (3) "Some Thoughts on Leadership" (Charles W. Jenkins); (4) "Educational Leadership: The Role of Facilities in Educational Excellence" (Samuel H. Smith); (5) "Facilities Management at the Crossroads" (William A. Daigneau); (6) "Power, Influence, and Survival in Difficult Times" (Mark Pattin); (7) "Productivity

Par∷ner∷hΛp: A BΛblΛ graphΛc CrΛ∷Λqʉe" (MΛke Abram∷ n). (MN)

ED 408 423 CE 074 131

QʉeeneQ, D nna S.
BʉΛldΛng Par∷ner∷hΛp∷ Λ∷h Pr fe∷∷Λ nal A∷∷ cΛa∷Λ n∷. W rkf rce De el pmen∷ SerΛe∷.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01 Plʉ∷ P ∷∷age. PC N ∷ A aΛlable fr m EDRS.
PUB TYPE- OpΛnΛ n∷/Per∷ nal VΛe p Λn∷∷/P ∷Λ∷Λ n Paper∷/E∷∷aQ∷ (120)
DESCRIPTORS- Adʉl∷ Edʉca∷Λ n; *C n∷Λnʉ Λng Edʉca∷Λ n; *C pera∷Λ e PlannΛng; C rdΛna∷Λ n; Edʉca∷Λ nal C pera∷Λ n; HΛgher Edʉca∷Λ n; *Par∷ner∷hΛp∷ in Edʉca∷Λ n; *Pr fe∷∷Λ nal A∷∷ cΛa∷Λ n∷; *Sch l Bʉ∷Λne∷∷ Rela∷Λ n∷hΛp; *Sch l C mmʉnΛ∷Q Rela∷Λ n∷hΛp

ThΛ∷ b kle∷, hΛch i∷ in∷ended f r prac∷Λ∷Λ ner∷ in c n∷Λnʉ Λng hΛgher edʉca∷Λ n, e¤amΛne∷ the ra∷Λ nale f r f rmΛng par∷ner∷hΛp∷ Λ∷h pr fe∷∷Λ nal a∷∷ cΛa∷Λ n∷ and e¤amΛne∷ c n∷Λdera∷Λ n∷ in de el pΛng and maΛn∷aΛnΛng par∷ner∷hΛp∷. The b kle∷ begΛn∷ Λ∷h a fe e¤ample∷ f the tQpe∷ and sc pe f par∷ner∷hΛp∷ p ∷∷Λble be∷ een c n∷Λnʉ Λng edʉca∷Λ n and pr fe∷∷Λ nal a∷∷ cΛa∷Λ n∷. Oʉ∷lΛned ne∷∷ are rea∷ n∷ f r f rmΛng par∷ner∷hΛp∷, theΛr p ∷en∷Λal benefΛ∷∷, and prelΛmΛnarQ s∷ep∷ in e∷∷ablΛ∷hΛng them. S me percep∷Λ n∷ c mm nlQ held bQ pr fe∷∷Λ nal a∷∷ cΛa∷Λ n∷ ab ʉ∷ c n∷Λnʉ Λng edʉca∷Λ n are men∷Λ ned al ng Λ∷h aQ∷ f erc mΛng them. C n∷Λdera∷Λ n∷ in iden∷ΛfQΛng p ∷en∷Λal par∷ner∷ are pre∷en∷ed al ng Λ∷h eΛgh∷ e∷∷en∷Λal/de∷Λrable crΛ∷erΛa f r selec∷Λng par∷ner∷ (f r e¤ample, the unΛ er∷Λ∷Q and a∷∷ cΛa∷Λ n mʉ∷∷ ha e c mm n bʉ∷ n ∷ c mpe∷Λng g al∷, rela∷Λ n∷hΛp∷ mʉ∷∷ be mʉ∷ʉallQ benefΛcΛal, keQ decΛ∷Λ n maker∷ mʉ∷∷ sʉpp r∷ the rela∷Λ n∷hΛp, and s∷able rganΛΛa∷Λ nal en Λr nmen∷∷ and/ r br ad-ba∷ed sʉpp r∷∷ are needed). The remaΛnΛng sec∷Λ n∷ are de ∷ed t the f ll Λng t pΛc∷: iden∷ΛfQΛng prec ndΛ∷Λ n∷ and ba∷e∷ f in∷erac∷Λ n; s∷rʉc∷ʉrΛng par∷ner∷hΛp∷ (bʉΛldΛng s∷r ng f ʉnda∷Λ n∷ ba∷ed n c pera∷Λ n, c rdΛna∷Λ n, and c llab ra∷Λ n); appr achΛng p ∷en∷Λal par∷ner∷ (∷∷reng∷henΛng the in∷∷Λ∷ʉ∷Λ n∷' p ∷Λ∷Λ n∷ in par∷ner∷hΛp∷ bQ b∷aΛnΛng in∷ernal sʉpp r∷ and inΛ∷Λa∷Λng the fΛr∷∷ mee∷Λng); makΛng the par∷ner∷hΛp rk (e∷∷ablΛ∷hΛng par∷ner∷hΛp agreemen∷∷, in∷erac∷Λng Λ∷h a∷∷ cΛa∷Λ n∷, endΛng par∷ner∷hΛp∷); and u∷Λng par∷ner∷hΛp∷ t pen d r∷ t ne aʉdΛence∷. (MN)

ED 408 424 CE 074 132

Edel∷ n, Paʉl J.; And O∷her∷
DΛ∷placed Pr fe∷∷Λ nal∷: HΛgher Edʉca∷Λ n'∷ R le in Re∷raΛnΛng. W rkf rce De el pmen∷ SerΛe∷.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01 Plʉ∷ P ∷∷age. PC N ∷ A aΛlable fr m EDRS.
PUB TYPE- OpΛnΛ n∷/Per∷ nal VΛe p Λn∷∷/P ∷Λ∷Λ n Paper∷/E∷∷aQ∷ (120)
DESCRIPTORS- Adjʉ∷∷men∷ (∷ En Λr nmen∷); Adʉl∷ Edʉca∷Λ n; Career De el pmen∷; Career∷; C llege Pr gram∷; Dem n∷∷ra∷Λ n Pr gram∷; *DΛ∷l ca∷ed W rker∷; *HΛgher Edʉca∷Λ n; Lab r F rce De el pmen∷; M del∷; *Pr fe∷∷Λ nal Occʉpa∷Λ n∷; Pr fe∷∷Λ nal Per∷ nnel; Pr gram De∷crΛp∷Λ n∷; Pr gram De∷Λgn; *Re∷raΛnΛng; *R le f Edʉca∷Λ n; W rk En Λr nmen∷

ThΛ∷ b kle∷, hΛch i∷ in∷ended f r prac∷Λ∷Λ ner∷ in c n∷Λnʉ Λng

Managers under the Defense Acquisition Workforce Improvement Act" (Jay W. Gould III); "'Squelching' Self-Directed Learning: Marginalized Learners and Their Environments" (Robert J. Bulik); "Developing Self-Efficacy among Baccalaureate Students: Pygmalion Revisited" (Gary J. Confessore, Richard W. Herrmann); "Mentoring as Self-Directed Learning for Native Americans" (Gary Luna, Deborah Cullen); "Item Analysis of Guglielmino's Self-Directed Learning Readiness Scale: Revisiting the Issue of Internal Consistency" (Scott S. Morris); "Reliability and Validity of the Self-Directed Learning Readiness Scale and the Learning Preference Assessment" (Lucy Madsen Guglielmino); "Self-Directed Learning in Mathematics--An Impossibility in the Middle School" (Gary J. Hoban, Claudia J. Sersland); "Relationship of SDLRS (Self-Directed Learning Readiness Scale) and Family Members" (Huey B. Long, Donna Close); "Self-Directed Learning Effects in Voluntary Associations' Organizational Framework" (Patricia Pursell); "Midlife Adults in Self-Directed Learning: A Heuristic Study in Progress" (Michael A. Beitler); "Self-Directed Learning in the New Century: What Should the Orientation Be" (Rene Bedard); and "Uses of the Guglielmino Self-Directed Learning Readiness Scale" (Nicole rae Winters Walker, Huey B. Long). (MN)

ED 408 442　　　CE 074 228

Ehrmann, Stephen C.
Adult Learning in a New Technological Era. OECD Proceedings.
PUB DATE- 96
NOTE- 166p.; For a related document, see CE 074 229.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; *Adult Learning; Adult Programs; Change Strategies; Comparative Analysis; *Computer Uses in Education; Distance Education; Educational Change; Educational Finance; Educational Needs; Educational Objectives; *Educational Policy; Educational Practices; Educational Strategies; *Educational Technology; Foreign Countries; Internet; Lifelong Learning; Needs Assessment; Position Papers; Postsecondary Education; Program Costs; Program Development; *Strategic Planning; Teacher Student Relationship; Teaching Methods; *Technological Advancement
IDENTIFIERS- Organisation for Economic Cooperation Development

This report, which is intended for government officials, educators, and others interested in using technology in educational programs for adults, examines the effects of modern technologies on the accessibility, outcomes, and costs of adult learning programs. It draws on conclusions of previous Centre for Educational Research and Innovation (CERI) work on education and technology, particularly on 15 case studies prepared for an international roundtable held in Philadelphia (Pennsylvania) in February 1996. Discussed in chapter 1 are the necessity of using computing, video, and telecommunications in various sectors of postsecondary learning in industrialized nations and the importance of making adult programs accessible, attractive, and relevant to adult learners. Chapter 2 explains how technology can extend access to more learners, improve the quality of learner outcomes, control per-learner costs, and support the following modes of learning: real-time conversation; time-delayed conversation; learning by doing; and directed instruction. Selected technology-supported adult learning services in various sectors of education in different Organisation for Economic Cooperation and Development countries references and 12 tables. (MN)

ED 408 461 CE 074 258

Belsky, Janet
The Adult Experience.
PUB DATE- 97
NOTE- 491p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Development; Adult Learning; Adults; *Aging (Individuals); Coping; *Developmental Stages; *Developmental Tasks; Diseases; Gerontology; Individual Development; Individual Psychology; *Life Events; Life Satisfaction; Mental Disorders; Mental Health; Midlife Transitions; Old Old Adults; Sexuality; Stress Variables

The 14 chapters of this textbook chronicle adult development from youth through old age, emphasizing both research and interviews with adults at various stages in their lives. Topics covered include the following: (1) the academic field of adult development; (2) theories and research methods; (3) aging and disease prevention; (4) sexuality and sensory-motor functioning; (5) disease, disability, and health care; (6) intelligence; (7) memory and dementia; (8) personality; (9) psychopathology; (10) love, marriage, and intimate relationships; (11) parenthood; (12) the older family; (13) work and retirement; and (14) death and dying. Most of the chapters contain the following: descriptions of applications and interventions, lists of key terms and concepts that are defined in the margins, and brief annotations of recommended readings. Highlights of the book include the following: how basic research translates into real-life applications; adult roles and relationships; the social issues facing adults today; ethnic, cohort, gender, socioeconomic, and individual variability; the experience of adulthood through interviews with adults in various stages and all types of providers from care providers to academic researchers; a coherent view of the field of adult development; and the evolution of adulthood and research in adult development in historical context. The book contains a glossary of 258 terms and 1,052 references. (KC)

ED 408 462 CE 074 259

Fletcher, Barry
Facilitating Change. Ready-to-Use Training Materials for the Manager.
PUB DATE- 97
NOTE- 298p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Change; Change Agents; *Change Strategies; Continuing Education; Educational Strategies; Learning Activities; *On the Job Training; *Organizational Change; Organizational Development; Resistance to Change; *Staff Development; Strategic Planning

This manual is designed to help managers help their staffs achieve results. It is concerned with managing the changes that are necessary and with creating conditions for new thoughts and actions to emerge. The emphasis is on promoting a climate in which staff develop new knowledge, skills, and approaches so that challenges can be faced with confidence. The manual is organized in two parts. The first part consists of seven p :::ec ndarQ in:::Λ::Ǩ::Λ n:: in MΛchΛgan in a:::e:::Λng and impr Λng theΛr c mplΛance Λ::h cΛ Λl rΛgh::: regǨla::Λ n:: rela::Λng t v ca::Λ nal edǨca::Λ n. The gǨΛde i:: ba::ed n an in::erpre::a::Λ n f the f ll Λng la ::: TΛ::le VI f the CΛ Λl RΛgh::: Ac:: 1964, TΛ::le IX f the EdǨca::Λ n Amendmen::: 1972, Sec::Λ n 504 f the RehabΛlΛ::a::Λ n Ac:: 1973, TΛ::le II f the AmerΛcan:: Λ::h DΛ::abΛlΛ::Λe:: Ac:: 1990, the Age DΛ::crΛmΛna::Λ n Ac:: 1975, and the 1979 GǨΛdelΛne:: f r ElΛmΛna::Λng DΛ::crΛmΛna::Λ n and DenΛal f Ser Λce:: n the Ba::Λ:: f Race, C l r, Na::Λ nal OrΛgΛn, Se¤ and HandΛcap. The 13 sec::Λ n:: f the gǨΛde c er the f ll Λng: (1) a:::Ǩrance::; (2) p lΛcΛe::; (3) de::Λgna::ed c rdΛna:: r::; (4) n ::Λce f n ndΛ::crΛmΛna::Λ n; (5) pǨblΛc n ::ΛfΛca::Λ n f v ca::Λ nal pp r::ǨnΛ::Λe::; (6) grΛe ance pr cedǨre::; (7) self-e alǨa::Λ n:: f r TΛ::le IX Sec::Λ n 504 and TΛ::le II; (8) tran::Λ::Λ n plan:: f r Sec::Λ n 504 and TΛ::le II; (9) a:::Λ:::ance t per:: n:: Λ::h dΛ::abΛlΛ::Λe::; (10) a:::Λ:::ance t per:: n:: Λ::h lΛmΛ::ed EnglΛ::h pr fΛcΛencQ; (11) c Ǩn::elΛng; (12) affΛrma::Λ e ac::Λ n t increa::e mΛn rΛ::Q enr llee::; and (13) rk s::ǨdQ, c pera::Λ e edǨca::Λ n, j b placemen::, and appren::Λce traΛnΛng. The c rdΛna:: r'::: manǨal ha:: the f ll Λng sec::Λ n::: er Λe f MΛchΛgan'::: c mplΛance pr gram, cΛ Λl rΛgh::: legΛ::la::Λ n, agencQ-le el re Λeñ, technΛcal a:::Λ:::ance ac::Λ Λ::Λe::, n::Λ::e re Λe pr ce:::, n::Λ::e agenda, d cǨmen::a::Λ n re Λe , n::Λ::e re Λe rep r::, and c mmen:: f rm. (KC)

ED 408 481 CE 074 284

BǨ::Λne::: Ser Λce:: and Techn l gQ. Legal Career:: In:::rǨc::Λ nal GǨΛde.
SPONS. AGENCY- MΛchΛgan S::a::e Dep::. f EdǨca::Λ n, Lan::Λng. OffΛce f Career and TechnΛcal EdǨca::Λ n.
PUB DATE- 97
NOTE- 208p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC09 PlǨ:: P :::age.
PUB TYPE- GǨΛde::/Me::h d::/TechnΛqǨe:: (F r Prac::Λ::Λ ner::) - Cla:::r m U::e - TeachΛng GǨΛde:: (F r Teacher) (052)
DESCRIPTORS- *C Ǩr::e C n::en::; La ::; *LearnΛng Ac::Λ Λ::Λe::; *Legal A:::Λ:::an:::; Legal EdǨca::Λ n (Pr fe:::Λ n::); Legal Pr blem::; Le::: n Plan::; *OffΛce OccǨpa::Λ n:: EdǨca::Λ n; Sec ndarQ EdǨca::Λ n; *Secre::arΛe::; TeachΛng GǨΛde::; *TeachΛng Me::h d::; UnΛ::: f S::ǨdQ
IDENTIFIERS- MΛchΛgan

ThΛ:: in:::rǨc::Λ nal gǨΛde f cǨ::e:: n legal career::, a par:: f the BǨ::Λne::: Ser Λce:: and Techn l gQ Pr gram de el ped bQ the MΛchΛgan Depar::men:: f EdǨca::Λ n OffΛce f Career and TechnΛcal EdǨca::Λ n. I:: pr Λde:: a varΛe::Q f cǨrrΛcǨlǨm ma::erΛal:: f r teachΛng ab Ǩ:: the ccǨpa::Λ n:: f legal ffΛce specΛalΛ::: and legal a:::Λ:::an::. The legal ffΛce specΛalΛ::: ma::erΛal:: are dΛ Λded in:: three par:::. Par:: ne Ǩ::lΛne:: 24 ta::k:: f r 4 unΛ::: and lΛ:::: s::Ǩden:: a:::Λgnmen::: fr m 4 te:::b k::. Par:: t i:: a prac::ΛcǨm tha:: pr Λde:: a varΛe::Q f self-c n::aΛned e¤ercΛ::e:: Λ::h an:: er keQ::, u::Λng f rm:: and ma::erΛal:: f Ǩnd in MΛchΛgan la ffΛce::. ThΛ:: par:: i:: dΛ Λded in:: three legal specΛal::Λe::--lΛ::Λga::Λ n, e:::a::e plannΛng and pr ba::e, and real e:::a::e. Par:: three inclǨde:: In::erne:: e¤ercΛ::e:: Λ::h an::ñer keQ:: f r each ta::k. The legal a:::Λ:::an:: ma::erΛal:: are rganΛΛed in t par:::. Par:: ne Ǩ::lΛne:: 39 ta::k:: f r 10 unΛ::: and lΛ:::: s::Ǩden:: a:::Λgnmen::: fr m legal a:::Λ:::an:: te:::b k::. Par:: t inclǨde:: In::erne:: e¤ercΛ::e:: Λ::h an:: er keQ::. C n::aΛn:: 44 reference::. (KC)

ED 408 482 CE 074 285

Sec¥rA⌗Q I⌗ N ⌗ an Op⌗A n--LearnAng in a Safe En Ar nmen⌗. FEDA Paper.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- EnglA⌗h
EDRS PrAce- MF01/PC02 Pl¥⌗ P ⌗⌗age.
PUB TYPE- Rep r⌗⌗ - E al¥a⌗A e/Fea⌗AbAlA⌗Q (142)
DESCRIPTORS- Ad¥l⌗ Ed¥ca⌗A n; Alarm SQ⌗⌗em⌗; *Camp¥⌗e⌗; CrAme; *CrAme Pre en⌗A n; F reAgn C ¥n⌗rAe⌗; P lAce Sch l Rela⌗A n⌗hAp; P ⌗⌗⌗ec ndarQ Ed¥ca⌗A n; *Sch l Sec¥rA⌗Q; Sch l VandalA⌗m; Sec¥rA⌗Q Per⌗ nnel; S⌗ealAng; *TechnAcal In⌗⌗A⌗¥⌗e⌗; VA lence; V ca⌗A nal Ed¥ca⌗A n
IDENTIFIERS- *Grea⌗ BrA⌗aAn

A s⌗¥dQ e¤amAned ha⌗ f¥r⌗her ed¥ca⌗A n c llege⌗ in BrA⌗aAn ere d Ang ab ¥⌗ sec¥rA⌗Q and ha⌗ theQ planned f r the f¥⌗¥re. A lA⌗era⌗¥re search f ¥nd tha⌗ a PEST (P lA⌗Acal/legal, Ec n mAc, S cA c¥l⌗¥ral, and Techn l gAcal) analQ⌗A⌗ a⌗ ne aQ t e¤amAne the dAfferen⌗Aal impac⌗ f e⌗⌗ernal infl¥ence⌗. A PEST analQ⌗A⌗ ffered a s⌗ra⌗egQ f r sec¥rA⌗Q tha⌗ c n⌗Adered c llege en Ar nmen⌗, s⌗ra⌗egAc capabAlA⌗Q, rganAAa⌗A nal c¥l⌗¥re, and s⌗akeh lder⌗' e¤pec⌗a⌗A n⌗. The re⌗earch a⌗ under⌗aken t help BarkAng C llege in grea⌗er L nd n plan an rganAAa⌗A nal s⌗ra⌗egQ n sec¥rA⌗Q. Q¥e⌗⌗A nnaAre⌗ ere sen⌗ t 225 c llege⌗ in s ¥⌗hea⌗⌗ England, Grea⌗er L nd n, and E⌗⌗e¤; the re⌗p n⌗e a⌗ 50 percen⌗. F c¥⌗ a⌗ n clAen⌗ req¥Aremen⌗⌗, rganAAa⌗A nal req¥Aremen⌗⌗, and sec¥rA⌗Q mea⌗¥re⌗. Le⌗⌗ f rmal " pp r⌗¥nA⌗⌗Ac in⌗er Aeñ" se⌗⌗A n⌗ ere u⌗ed t dA⌗c er s⌗aff c ncern⌗. All 109 c llege⌗ takAng par⌗ saAd theQ had e¤perAenced thef⌗. O⌗her sec¥rA⌗Q breache⌗ men⌗A ned ere in⌗ernal fAgh⌗⌗, m¥ggAng⌗, dr¥g dealAng, phQ⌗Acal a⌗⌗ack⌗, vandalA⌗m, ar⌗ n, aggre⌗⌗A n, and a b mb scare. One-⌗hArd f c llege⌗ had had s⌗aff phQ⌗AcallQ a⌗⌗acked; ne-half had had s⌗¥den⌗⌗ a⌗⌗acked. M ⌗⌗ medA¥m-⌗ -large c llege⌗ empl Qed specAalA⌗⌗ sec¥rA⌗Q s⌗aff. T f fA e c llege⌗ had s me f rm f re⌗⌗rAc⌗ed acce⌗⌗. ImplAca⌗A n⌗ f fAndAng⌗ ere rganAAed in⌗ three ca⌗eg rAe⌗: th ⌗e per⌗aAnAng t premA⌗e⌗, pr ced¥re⌗, and traAnAng. (AppendA¤e⌗ c n⌗aAn 14 reference⌗, in⌗⌗r¥men⌗⌗, and a map f l ca⌗A n f c llege⌗ re⌗p ndAng t q¥e⌗⌗A nnaAre.) (YLB)

ED 408 503 CE 074 331

L ¥A⌗, D nald R.; Re⌗endAA, R ⌗al a
Sen⌗A⌗AAAng P lAce OffAcer⌗ t Per⌗ n⌗ A⌗h De el pmen⌗al DA⌗abAlA⌗Ae⌗. A C¥rrAc¥l¥m G¥Ade f r La Enf rcemen⌗ TraAner⌗.
SPONS. AGENCY- Te¤a⌗ HAgher Ed¥ca⌗A n C rdAna⌗Ang B ard, A¥⌗⌗An.
PUB DATE- Feb 97
NOTE- 287p.
LANGUAGE- EnglA⌗h
EDRS PrAce- MF01/PC12 Pl¥⌗ P ⌗⌗age.
PUB TYPE- G¥Ade⌗/Me⌗h d⌗/TechnAq¥e⌗ (F r Prac⌗A⌗A ner⌗) - Cla⌗⌗r m U⌗e - TeachAng G¥Ade⌗ (F r Teacher) (052)
DESCRIPTORS- A¥⌗A⌗m; Beha A ral Objec⌗A e⌗; Cerebral Pal⌗Q; C n⌗cA ¥⌗ne⌗⌗ RaA⌗Ang; *C n⌗An¥Ang Ed¥ca⌗A n; C¥rrAc¥l¥m G¥Ade⌗; *De el pmen⌗al DA⌗abAlA⌗Ae⌗; DA⌗abAlA⌗Q DA⌗crAmAna⌗A n; *DA⌗abAlA⌗Q Iden⌗AfAca⌗A n; EpAlep⌗Q; HearAng ImpaArmen⌗⌗; In⌗⌗r¥c⌗A nal Ma⌗erAal⌗; *In⌗erper⌗ nal C mpe⌗ence; LearnAng Ac⌗A A⌗Ae⌗; Men⌗al Re⌗arda⌗A n; P lAce; *P lAce C mm¥nA⌗Q Rela⌗A n⌗hAp; *P lAce Ed¥ca⌗A n; S cAal A⌗⌗A⌗¥de⌗; S⌗aff De el pmen⌗; TeachAng G¥Ade⌗
IDENTIFIERS- Te¤a⌗

The⌗e three d c¥men⌗⌗ (a c¥rrAc¥l¥m g¥Ade and t learnAng g¥Ade⌗) are de⌗Agned f r u⌗e in p lAce academAe⌗ in Te¤a⌗ f r ad anced ffAcer traAnAng. The c¥rrAc¥l¥m g¥Ade pr Ade⌗ a

EDRS PrΛce- MF01/PC01 Pl¥:: P ::age.
PUB TYPE- Inf rma::Λ n AnalQ::e::/S::a::e- f-::he-ar:: Ma::erΛal:: (070),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *Acq¥Λred Imm¥ne DefΛcΛencQ SQndr me; ChΛldren; *ChΛldren:: RΛgh:::; C nfΛden::ΛalΛ::Q; *DΛ::cl ::¥re; Elemen::arQ Ed¥ca::Λ n; Fear; G¥Λl::; Paren:: A:::Λ::¥de::; Paren:: Re::p n::ΛbΛlΛ::Q; PrΛ acQ; P::Qch l gΛcal Charac::erΛ:::Λc::; P::Qch l gΛcal Pa:::ern::; S::¥den:: RΛgh:::

A:: the AIDS epΛdemΛc gr ::, s cΛe::Q Λ:: faced bQ a gr Λng n¥mber f chΛldren h are b rn HIV infec::ed. Unf r::¥na::elQ, lΛ:::le sQ:::ema::Λc re::earch ha:: been c nd¥c::ed hΛch addre:::e:: the p::Qch l gΛcal and s cΛal ramΛfΛca::Λ n:: f HIV s::a::¥:: dΛ::cl ::¥re t chΛldren. WhΛle m ::: paren::: prefer n :: t inf rm the chΛld f the illne:::, m ::: clΛnΛcΛan:: fa r dΛ::cl ::¥re. S me f the Λ:::¥e:: and q¥e:::Λ n:: fa rΛng dΛ::cl ::¥re are e::pl red in thΛ:: paper. S me f the q¥e:::Λ n:: addre:::ed incl¥de "A:: ha:: age Λ:: the chΛld able t c mprehend the fac::: f ser p ::Λ::Λ e s::a::¥:: " "H Λll dΛ::cl ::¥re affec:: the chΛld p::Qch l gΛcallQ " and "H Λll dΛ::cl ::¥re affec:: the chΛld'::lΛfe and rela::Λ n::hΛp:: in s cΛal se:::Λng:: " Re::earch sh :: tha:: paren::: infl¥ence the p::Qch l gΛcal implΛca::Λ n:: f dΛ::cl ::¥re; s me f the barrΛer:: t dΛ::cl ::¥re incl¥de g¥Λl:: and shame, the fear f s cΛal c n::eq¥ence::, and the fear f dea::h. LΛke Λ::e, chΛldren':: re::p n::e:: t dΛ::cl ::¥re are imp r::an:: t under:::and and s¥ch inf rma::Λ n m¥::: be vΛe ed a:: a pr ce:::. S me f the q¥e:::Λ n:: c nfr n::Λng re::earcher:: and paren::: hen decΛdΛng he::her r n :: t inf rm a chΛld f hΛ:: r her illne::: incl¥de, "Wha:: are the r le:: f thΛ:: deba::e " and "I:: dΛ::cl ::¥re benefΛcΛal r n :: " C n::aΛn:: 28 reference::. (RJM)

ED 408 522 CG 027 766

Sc :::, Carl
Ad Λ::Λng-Marke::Λng Plan f r P::Qch l gQ Depar::men:::.
PUB DATE- 12 A¥g 96
NOTE- 20p.; Paper pre::en::ed a:: the Ann¥al Mee::Λng f the AmerΛcan P::Qch l gΛcal A::: cΛa::Λ n (104::h, T r n:: , On::arΛ , Canada, A¥g¥::: 9-13, 1996).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P ::age.
PUB TYPE- Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *AcademΛc Ad Λ::Λng; C llege S::¥den:::; *C ¥r::e Selec::Λ n (S::¥den:::); Depar::men:::; Fac¥l::Q Ad Λ::er::; HΛgher Ed¥ca::Λ n; Marke::Λng; Pr blem S l Λng; *P::Qch l gQ; *Req¥Λred C ¥r::e::; *S::¥den:: Need::; Undergrad¥a::e S::¥dQ
IDENTIFIERS- Ad Λ::er::

Fac¥l::Q are pre:::¥red t pr Λde hΛgh-q¥alΛ::Q ad Λ::Λng f r undergrad¥a::e p::Qch l gQ maj r::, b¥:: lack the tΛme and re:: ¥rce::. One effΛcΛen:: s l¥::Λ n pr Λde:: c mprehen::Λ e ad Λ::Λng inf rma::Λ n vΛa a depar::men::al handb k tha:: help:: s::¥den::: s l e the pr blem f grad¥a::Λng Λ::h a degree in p::Qch l gQ, prepared f r empl Qmen:: r grad¥a::e sch l. A re Λe f bjec::Λ e:: f r ad Λ::Λng undergrad¥a::e p::Qch l gQ maj r:: ¥::lΛne:: the g al:: f an ad Λ::Λng pr gram. Ad Λ::Λng Λ:: de::crΛbed a:: s¥pp r:: f r e::::ended pr blem s l Λng f an ill-defΛned pr blem--plannΛng an undergrad¥a::e c ¥r::e f s::¥dQ. The handb k':: plan applΛe:: three fΛndΛng:: ab ¥:: effec::Λ e pr blem s l Λng: (1) repre::en::Λng pr blem:: c mple::elQ and ab:::rac::lQ thr ¥gh s¥bg alΛng and rkΛng back ard::; (2) enc ¥ragΛng s::¥den::-ΛnΛ::Λa::ed ac::Λ Λ::Q; and (3) m ::Λ a::Λng s::¥den::: t s l e theΛr academΛc career ad Λ::emen:: pr blem. The plan

DESCRIPTORS- C pera::Λ n; *C pera::Λ e PlannΛng; EarlQ ChΛldh d Ed¥ca::Λ n; *FrΛend::hΛp; *In::erper:: nal Rela::Λ n::hΛp; KΛndergar::en; LΛ::::enΛng SkΛll::; *Peer Rela::Λ n::hΛp; *Pr :: cΛal Beha Λ r; S cΛal Beha Λ r; *Tr¥::: (P::Qch l gQ)
IDENTIFIERS- Pr fe:::Λ nal C mm¥nΛca::Λ n; Pr jec:: Head S::ar::

F rmΛng frΛend::hΛp:: i:: an ng Λng, e er-gr Λng, c mple¤ e¤perΛence. S::ra::egΛe:: f r b¥ΛldΛng rela::Λ n::hΛp:: Λ::h ::her:: are the f c¥:: f thΛ:: paper. The e¤perΛence f three dΛ er::e gr ¥p:: f pr fe:::Λ nal:: are f ll ed a:: theQ rk t de el p p ::Λ::Λ e and re::pec::f¥l rela::Λ n::hΛp:: in the name f c llab ra::Λ n and a:: theQ trQ t under::::and each ::her':: p Λn::: f vΛe . Al::h ¥gh n :: dΛrec::lQ ab ¥:: frΛend::hΛp, thΛ:: pr fe:::Λ nal c llab ra::Λ n repre::en::: a maj r c mmΛ::men:: in tΛme and energQ. The pr jec:: par::ner::-::eacher:: and admΛnΛ::::ra:: r:: fr m a Head S::ar:: cen::er and p¥blΛc sch l, and a re::earch team fr m a prΛ a::e unΛ er::Λ::Q-came t ge::her t de el p and inΛ::Λa::e a tran::Λ::Λ n pr gram fr m Head S::ar:: t kΛndergar::en. A ca::e s::¥dQ appr ach i:: u::ed t de::crΛbe the de el pΛng c llab ra::Λ n. The s::¥dQ iden::ΛfΛe:: rkΛng s::ra::egΛe:: tha:: s¥pp r::ed pr gre:::, a:: ell a:: the barrΛer:: and b::::acle:: tha:: impeded pr gre:::. I:: al:: analQΛe:: the e l¥::Λ n f the gr ¥p':: fragΛle c he::Λ ene::: and ill¥::::ra::e:: h the j¥¤::ap ::Λ::Λ n f cla::hΛng paradΛgm:: and the dΛ::c erQ f indΛ Λd¥al::' per:: nal and pr fe:::Λ nal need::, g al::, and s::r¥ggle:: c n::rΛb¥::ed t the une en and un::::eadQ de el pmen:: f c pera::Λ n am ng the rganΛΛa::Λ n::. The fΛndΛng:: are then rela::ed t the re::earch lΛ::era::¥re and the le::: n:: learned c ncernΛng the b¥ΛldΛng and maΛn::aΛnΛng f s¥cce:::f¥l ed¥ca::Λ nal c llab ra::Λ n::. (RJM)

ED 408 541 CG 027 815

JenkΛn, Jean
Re:: l Λng VΛ lence: An An::Λ-VΛ lence C¥rrΛc¥l¥m f r Sec ndarQ S::¥den:::.
PUB DATE- 96
NOTE- 81p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¥men:: N :: A aΛlable fr m EDRS.
PUB TYPE- G¥Λde::/Me::h d::/TechnΛq¥e:: (F r Prac::Λ::Λ ner::) - Cla:::r m U::e - TeachΛng G¥Λde:: (F r Teacher) (052)
DESCRIPTORS- Ad le::cen:::; *C nflΛc:: Re:: l¥::Λ n; *C¥rrΛc¥l¥m De el pmen::; F reΛgn C ¥n::rΛe::; Pr gram De::crΛp::Λ n::; P¥pΛl Per:: nnel Ser Λce::; Sch l Sec¥rΛ::Q; Sec ndarQ Ed¥ca::Λ n; *Sec ndarQ Sch l S::¥den:::; S::¥den:: Need::; *VΛ lence
IDENTIFIERS- A¥::::ralΛa

Recen:: s::a::Λ::::Λc:: sh tha:: Q ¥ng pe ple, age:: 10-19 Qear:: ld, are a:: grea::e::: rΛ::k f vΛ len:: dea::h in m dern s cΛe::Q. Teacher:: and ed¥ca::Λ n p lΛcQ-maker:: kn tha:: bQ rkΛng Λ::h s::¥den:::, a change in a::::Λ::¥de can be br ¥gh:: ab ¥::. A c¥rrΛc¥l¥m de::Λgned t achΛe e thΛ:: change i:: pre::en::ed here. The c¥rrΛc¥l¥m c mprΛ::e:: a b k and rk::hee::: tha:: pr Λde inf rma::Λ n ab ¥:: vΛ lence in m dern s cΛe::Q. A:: an an::Λ-vΛ lence c¥rrΛc¥l¥m, i:: gΛ e:: Q ¥ng pe ple an pp r::¥nΛ::Q t dΛ::c¥::: and rejec:: c mm nlQ held belΛef:: and a::::Λ::¥de:: ab ¥:: the r le f vΛ lence in s cΛe::Q: rejec::Λng vΛ lence a:: an p::Λ n and dΛ::crΛmΛna::Λng be::ñeen vΛ lence in the real rld fr m the vΛ lence f fan::a::Q. I:: al:: pr Λde:: a c¥rrΛc¥l¥m t enc ¥rage s::¥den::: t ad p:: appr prΛa::e n n Λ len:: re::p n::e:: t c nflΛc:: and e erQdaQ in::erac::Λ n::. The te::: pen:: Λ::h an a::::Λ::¥de:: t ard:: vΛ lence s¥r eQ in hΛch par::ΛcΛpan:::' vΛe :: n vΛ lence can be a::::e:::ed. Ten m d¥le:: ffer e¤ercΛ::e:: and s::ra::egΛe:: f r e¤pl rΛng s¥ch i:::¥e:: a:: percep::Λ n::, school should undertake implementation of the whole program, and that comprehensive changes in teachers' daily practices and in school organization are needed to bring about major changes. (Contains 16 references, 6 tables and 3 figures of data.) (RS)

ED 408 559 CS 012 834

Peterson, Mary E. H.
Low-SES Literacy Backgrounds: Effects on Formal Schooling.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Class Activities; Elementary Education; *Family Environment; *Literacy; Literature Reviews; *Low Income; Parent Participation; Parent Student Relationship; Reading Aloud to Others; Reading Improvement; Reading Programs; Reading Research; Socioeconomic Influences; *Socioeconomic Status

Many studies have found that literacy exists in low-SES (low socioeconomic status) children's daily lives--it is the meaning, frequency of use, depth, and general use of literacy at home that affects the children's progress in school. Research studies clearly show differences in home literacy development of low-SES and higher income children that affect children's successes in school. Higher income children wrote words that represented the adult concept of writing while low-SES children wrote strings of letters that had no reason and meaning. Other research found that successful children engaged in print frequently with their parents and started school with schemata that gave them an advantage in formal schooling. However, D. Taylor and C. Dorsey-Gaines found the opposite to be true. These studies found low-SES children across the board do have some kind of literacy activities going on daily at home, but they represent small populations and cannot represent the general low-SES population. Strategies for parents to try at home include: provide a variety of reading materials; read aloud to children; have children write to grandparents; and make weekly visits to the library with their children. Teachers can help children become better readers by getting to know the children through the parents; sending a book home as often as possible to promote reading; establishing a cross-age reading program; setting up a reward system; and establishing a silent reading program where children choose what they want to read. (Contains 16 references.) (RS)

ED 408 560 CS 012 836

Meeks, Lynn Langer
Secondary Reading and Study Strategies: A Course of Study for Grade 9.
PUB DATE- 91
NOTE- 25p.; For related documents, see CS 215 878-881 and CS 509 533-534.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Descriptions; Course Objectives; Diversity

dΛ::c¥::ed. Re Λe :: p¥blΛ::hed in thΛ:: pr jec:: are a aΛlable nlΛne. (C n::aΛn:: se en fΛg¥re:: and eΛgh:: reference::; a LΛker:: s¥r eQ sample f rm i:: appended.) (A¥::h r/CR)

ED 408 580 CS 215 846

B ::, Na::han; And O::her::
S::¥den:: P¥blΛ::hΛng in a WWW DΛgΛ::al LΛbrarQ--G al:: and In::::r¥c::Λ nal S¥pp r::.
PUB DATE- Mar 97
NOTE- 14p.; Paper pre::en::ed a:: the Ann¥al Mee::Λng f the AmerΛcan Ed¥ca::Λ nal Re::earch A:::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P :::age.
PUB TYPE- Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *A¥dΛence A arene:::; C mp¥::er U::e:: in Ed¥ca::Λ n; C n::en:: Area WrΛ::Λng; *Elec::r nΛc P¥blΛ::hΛng; Elemen::arQ Sec ndarQ Ed¥ca::Λ n; In::::r¥c::Λ nal Impr emen::; *In::::r¥c::Λ nal Inn a::Λ n; LearnΛng S::ra::egΛe::; ScΛence Ed¥ca::Λ n; *S::¥den:: M ::Λ a::Λ n; *W rld WΛde Web
IDENTIFIERS- *WrΛ::Λng C n::e::::
Ha Λng K-12 s::¥den::: crea::e ar::Λfac::: can ser e se eral p¥rp ::e:: Λ::hΛn an effec::Λ e scΛence c¥rrΛc¥l¥m. Thr ¥gh W rld WΛde Web (WWW) p¥blΛ::hΛng pr jec:::, s::¥den:::' c gnΛ::Λ n and m ::Λ a::Λ n can be impr ed and the "a¥::hen::ΛcΛ::Q" f theΛr rk increa::ed, rela::Λng t recen:: thΛnkΛng ab ¥:: sΛ::¥a::ed learnΛng and c n::::r¥c::Λ Λ::: scΛence teachΛng. T ha e a¥::hen::Λc val¥e f r s me ne el::e, s::¥den:: rk m¥::: be a s me ha:: unΛq¥e c n::rΛb¥::Λ n t the WWW, d ne Λ::h a par::Λc¥lar a¥dΛence in mΛnd, and d ne a:: a hΛgh en ¥gh le el f e¤per::Λ::e tha:: i:: can be seen a:: val¥able bQ ¥:::Λde reader::. LearnΛng t c mm¥nΛca::e Λ::h ::her scΛen::Λ:::: i:: an imp r::an:: par:: f learnΛng t d scΛence, and the specΛfΛc f rm:: f dΛ::cΛplΛnarQ c mm¥nΛca::Λ n reflec:: the underlQΛng s cΛ c¥l::¥ral p¥rp ::e:: f scΛence. A range f in::::r¥c::Λ nal s¥pp r::: a:: de el ped t help s::¥den::: brΛdge the gap be:: een them::el e:: and a¥::hen::Λc ¥:::Λde a¥dΛence::: (1) genre e¤plana::Λ n:: pr Λded bQ teacher:: regardΛng the need:: f reader::; (2) s::¥den::: rΛ::e and p¥blΛ::h WWW re Λeñ:: f e¤Λ:::Λng re:: ¥rce::; (3) s¥r eQ:: f a¥dΛence kn ledge; (4) peer re Λe ; and (5) c mmen::: fr m ¥:::Λde reader::. (C n::aΛn:: 14 reference::; a 6-q¥e:::Λ n LΛker:: s¥r eQ i:: appended.) (CR)

ED 408 581 CS 215 847

GaΛlle::, LQnee LeñΛ::
A HΛ::: rQ Le::: n in LITCOMP: A NΛne::een::h-Cen::¥rQ Ec l gΛcal M del f WrΛ::Λng In::::r¥c::Λ n.
PUB DATE- Mar 97
NOTE- 22p.; Paper pre::en::ed a:: the Ann¥al Mee::Λng f the C nference n C llege C mp ::Λ::Λ n and C mm¥nΛca::Λ n (48::h, Ph enΛ¤, AZ, March 12-15, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P :::age.
PUB TYPE- Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- C mm¥nΛca::Λ n SkΛll::; *CrΛ::Λcal ThΛnkΛng; *Ed¥ca::Λ nal HΛ::: rQ; EnglΛ::h In::::r¥c::Λ n; HΛgher Ed¥ca::Λ n; LearnΛng Pr ce:::e::; M del::; Rhe:: rΛc; S::¥den:: De el pmen::; TeachΛng Me::h d::; *WrΛ::Λng Impr emen::; *WrΛ::Λng In::::r¥c::Λ n

begins by describing what the study of English language arts is and what an English course is. The paper notes that to be given core graduation credit, every English course must contain the study of composition, language, and literature through reading, writing, speaking, listening, and viewing. The guide then lists the four goals of the course of study. It next describes critical components of the course of study (listening, reading, speaking, viewing, and writing), and presents a statement on class size. The guide then presents brief position statements on issues such as computer-assisted composition instruction, traditional grammar study, instructional materials, instructional strategies, English as a second language, parent/community involvement, student-centered classroom, teacher education, tracking, and writing across the curriculum. The guide next presents goals and associated objectives for the secondary English language arts course for each of the grades 9-12. Appendixes present a 7-item sampler of selection tools for multicultural literature, a 41-item list of professional texts for teachers, and a textbook evaluation form. (RS)

ED 408 600 CS 215 880

Meeks, Lynn Langer
Secondary Journalistic English and Literature I and II Course of Study.
PUB DATE- 91
NOTE- 29p.; For related documents, see CS 215 878-881, CS 012 836, and CS 509 533-534.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Communication Skills; *Course Descriptions; Course Objectives; Critical Thinking; *English Instruction; Integrated Curriculum; *Journalism Education; *Literature Appreciation; Secondary Education; State Curriculum Guides; Student Publications; Writing Instruction
IDENTIFIERS- *Idaho

Delineating the content that must be covered in the secondary schools of the State of Idaho, this guide presents a course of study in journalistic English and literature, an integrated course which incorporates literature, composition, and language applied to modern communication skills. Although educators sometimes use the terms interchangeably, the course of study in the guide is not an instructional or curriculum guide--it prescribes what is to be taught; defines the subject in terms of purpose, definition, student goals and objectives; and can be changed only by action of the State Board of Education. The guide begins by describing the philosophy and rationale for the course of study, as well as local applied options, the purpose, and the critical components of the course. It then lists the nine goals (including examine the historical background of communication; learn and apply the writing process; learn methods of journalistic research; and apply English and journalism skills by organizing, designing, and producing a publication) and the associated objectives of the introductory course (grades 9, 10, or 11) and the eight goals (including apply methods of journalistic research, apply logical and critical thinking skills, and learn to plan and organize a school publication and supervise staff development) and associated course objectives for the production-level course (grades 10, 11, or 12). Contains a 117-item bibliography of journalistic literature and a textbook evaluation guide. (RS)

NaɄga::Ʉck celebra::ed i::: 100::h annΛ er::arQ in 1994 and b a:::: member:: f 40 and 50 Qear:: dɄra::Λ n--Λ:: bear:: e¤amΛna::Λ n t s::ɄdQ h men e¤ercΛ::e leader::hΛp, valɄe edɄca::Λ n, fΛnd aQ:: t edɄca::e them::el e::, and see theΛr edɄca::Λ n:: a:: par:: f theΛr larger lΛ Λng in and c n::rΛbɄ::Λng t the rld. In the ca::e f NaɄga::Ʉck, the men are serΛ Ʉ:: and c mmΛ:::ed t theΛr learnΛng. The::e s::ɄdQ clɄb:: c n::ΛnɄe t pr Λde a specΛal aQ f rela::Λng f r men, f talkΛng t ne an ::her, f e¤pl rΛng, f placΛng prΛ rΛ::Q n in::ellec::Ʉal ac::Λ Λ::Q a:: a unΛqɄe a::pec:: f e¤perΛence. I:: Λll perhap:: pr Λde an ::her al::erna::Λ e vΛe f men':: aQ:: f kn Λng. (NKA)

ED 408 621 CS 509 508

Green:::ree::, R ber:: W.
W men in In::erc llegΛa::e F ren::Λc::: E¤perΛencΛng O::herne:::.
PUB DATE- N 96
NOTE- 26p.; Paper pre::en::ed a:: the AnnɄal Mee::Λng f the Speech C mmɄnΛca::Λ n A::: cΛa::Λ n (82nd, San DΛeg , CA, N ember 23-26, 1996).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 PlɄ:: P :::age.
PUB TYPE- Inf rma::Λ n AnalQ::e::/S::a::e- f-::he-ar:: Ma::erΛal:: (070),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *Deba::e; *Female::; HΛgher EdɄca::Λ n; In::erc llegΛa::e C pera::Λ n; Per::Ʉa::Λ e DΛ::c Ʉr::e; PɄblΛc SpeakΛng; Se¤ BΛa::; Se¤ DΛfference::; *Se¤ DΛ::crΛmΛna::Λ n; Se¤ FaΛrne:::; Se¤ R le; *S::Ʉden:: Par::ΛcΛpa::Λ n
IDENTIFIERS- Deba::e T Ʉrnamen:::; DΛ::c Ʉr::e C mmɄnΛ::Λe::; *Gender I:::Ʉe::; Pa::rΛarchal S cΛe::Λe::
The in::erc llegΛa::e f ren::Λc:: c mmɄnΛ::Q appear:: le::: recep::Λ e t men than i:: i:: t men. W men rep r:: a varΛe::Q f p ::Λ::Λ e and nega::Λ e gender-ba::ed e¤perΛence:: in in::erc llegΛa::e f ren::Λc::. P ::Λ::Λ e e¤perΛence:: tend t inclɄde men in:: the in::erc llegΛa::e f ren::Λc:: c mmɄnΛ::Q r t all men t inclɄde ::her:: in the c mmɄnΛ::Q. Nega::Λ e e¤perΛence:: tend t e¤clɄde men fr m the f ren::Λc:: c mmɄnΛ::Q r t label them a:: " ::her" in the ac::Λ Λ::Q. P ::Λ::Λ e gender-ba::ed e¤perΛence:: rep r::ed bQ the::e sɄbjec::: inclɄde: (1) e¤pre:::Λ n:: f gra::Λ::Ʉde r rec gnΛ::Λ n; (2) men:: rΛng; (3) acce::: thr Ʉgh qɄ ::a::; (4) c n::cΛ Ʉ::ne::: raΛ::Λng; and (5) nɄr::ɄrΛng and dem n:::ra::Λ n:: f per:: nal c ncern. Nega::Λ e gender-ba::ed e¤perΛence:: rep r::ed bQ the::e sɄbjec::: inclɄde: (1) se¤Ʉal hara:::men::; (2) se¤Λ::m; (3) dΛ::crΛmΛna::Λ n in empl Qmen::; (4) lack f sɄpp r:: and faΛlɄre t rec gnΛΛe the pr blem; (5) aggre:::Λ n and c nflΛc::; and (6) erempha::Λ:: n c mpe::Λ::Λ n. The claΛm i:: sɄpp r::ed tha:: men ma::Ʉre m rallQ t ard an e::hΛc f carΛng and inclɄ::Λ n. I:: i:: al:: sɄgge:::ed tha:: the in::erc llegΛa::e f ren::Λc:: c mmɄnΛ::Q maQ pera::e a:: a pa::rΛarchQ. (C n::aΛn:: 50 reference::.) (AɄ::h r/CR)

ED 408 622 CS 509 509

Green:::ree::, R ber::
S::Ʉden::: and In::ellec::Ʉal LΛfe: An HΛ::: rΛcal Per::pec::Λ e.
PUB DATE- N 96
NOTE- 21p.; Paper pre::en::ed a:: the AnnɄal Mee::Λng f the Speech C mmɄnΛca::Λ n A::: cΛa::Λ n (82nd, San DΛeg , CA, N ember 23-26, 1996).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 PlɄ:: P :::age.
PUB TYPE- HΛ::: rΛcal Ma::erΛal:: (060),Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141),Speeche::, C nference

Craig, Deborah
Postmodern Perspectives and Burkean Clusters in Higher Education: The Analysis of a Mission Statement.
PUB DATE- Nov 96
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; Cluster Analysis; *Conflict; *Cultural Context; Higher Education; Institutional Mission; Liberal Arts; *Mission Statements; *Rhetorical Criticism; *Small Colleges
IDENTIFIERS- Burke (Kenneth); Deconstruction; Multiple Texts; Postmodernism; *Power; *Rhetorical Stance

This paper analyzes the mission statement of a small liberal arts college: (1) to establish a rationale for examining a mission statement from a postmodern perspective, which will aid in the understanding of the contexts within which the mission statement and accompanying goals were developed and produced; (2) to clarify the multiple voices and readings of the rhetorical act, by identifying the ultimate terms used in the act and the clusters associated with them; and (3) to identify conflicts among various voices in the statement. The paper examines the statement and goals by deconstructing the text, contexts, and readers of the rhetorical act. Using Kenneth Burke's method of discovering ultimate terms and cluster analysis, the paper identifies terms directed at specific readers. And, through the enlightened lens produced by the deconstruction and cluster analysis, the paper discusses the conflicts of power existing in the mission statement. It points out that the college studied developed a statement of their "new" mission and goals as an introduction to the revised general education curriculum package intended to "take students into the 21st century." The paper finds that, in presenting a text to serve multiple readers, the message is diluted, occupying a dual position of change and tradition. The paper notes that those involved in the production of the rhetoric of higher education must realize the rhetorical implications that offer them either success or failure as they present themselves to the multiple voices that constitute modern society. Contains 29 references. (NKA)

ED 408 642 CS 509 536

Mhehe, Edith George
The Role of the School Administrator in Conflict Management.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; *Administrators; Conflict; *Conflict Resolution; *Educational Administration; Elementary Secondary Education; Higher Education; Organizational Communication
IDENTIFIERS- *Conflict Management

Educational administrators cannot avoid interacting daily with diverse groups of people including teachers, students, parents, school boards, and the community around the school. Each of these groups has its own problems, needs, views, expectations,

agencies (LEAs) have reconfigured their human resources in response to these initiatives. This paper demonstrates how state-collected personnel data can be used to generate longitudinal indicators of the kinds of educational opportunities actually being delivered to students and how these opportunities have changed over time. The paper examines three structural characteristics of LEAs--district fiscal capacity, school district size, and district spending level. Data from the Basic Education Data System and the State Education Department's education-finance database were analyzed from 626 school districts for the year 1982-83, 649 districts for 1987-88, and 650 districts for 1991-92. The study found that the rate of growth in professional staffing relative to student enrollment was substantially greater in secondary schools than in elementary schools. Substantial reductions in the overall pupil load on the secondary level were found throughout the state, with the exception of New York City. The findings suggest that local districts shift resources according to state priorities, and that local school districts are able or willing to respond to some aspects of the reform agenda and not others. The examination of resource-allocation trends by selected district structural characteristics found that substantial inequalities in access to curricular opportunities existed across different types of districts. Students residing in poor, low-spending districts had less access to professional staff and rigorous instruction than their counterparts in wealthy, high-spending districts. These gaps have increased over time. Specific curricular opportunities for students appear to be contingent upon the fiscal capacity of the district in which they reside. In addition, New York City schools were particularly understaffed compared to their big city counterparts and the state as a whole. Finally, the report describes the stumbling blocks encountered when using the state-collected data. (Contains 33 references and 12 tables.) (LMI)

ED 408 661 EA 028 382

Brekke, Norman R.
Year-Round Education: Does It Cost More?
PUB DATE- 10 Feb 97
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Capital Outlay (For Fixed Assets); *Costs; Educational Finance; Elementary Secondary Education; Expenditures; *Extended School Year; Flexible Scheduling; *Operating Expenses; School District Spending; *School Schedules; *Year Round Schools
IDENTIFIERS- *Oxnard School District CA

The cost-effective management of instructional programs and facilities will continue to be a fundamental educational issue in the 21st century. This handbook discusses issues to be considered in assessing the cost effectiveness of year-round education (YRE). YRE has the potential to enhance student retention of material, reduce teacher and student absenteeism, and reduce the number of new school buildings. The handbook is based on experience of the Oxnard (California) School District, which began phasing in a 60-20 multitrack YRE program in 1976. It asserts that any analysis of the costs associated with YRE must address the operational costs for single and multitrack made progress in ensuring access to postsecondary education and in providing financial accountability, challenges remain in providing educational access to low-income and minority students and in protecting the financial interests of the federal government. The student aid programs are hampered by a complicated loan process and management shortcomings. The department also faces challenges in promoting access to and excellence in preschool, elementary, secondary, and adult education programs. The demonstration of program accountability is made more difficult by lack of clearly defined program objectives and a lack of resources (information and financial) to manage department funds. Finally, recent legislation provides powerful tools for improving agency operations and accountability. These laws include the 1993 Government Performance and Results Act (GPRA), the expanded Chief Financial Officers (CFO) Act, the 1995 Paperwork Reduction Act, and the 1996 Clinger-Cohen Act. Two figures and a list of related General Accounting Office publications are included. (LMI)

ED 408 680 EA 028 411

Linn, Robert L.; Herman, Joan L.
A Policymaker's Guide to Standards-Led Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- Feb 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Evaluation Criteria; Performance; *State Standards; Student Certification; Student Evaluation

States across the United States are setting tough new standards, defining what students should know and be able to do. Unlike more traditional assessments, standards-led assessments are more closely linked to curriculum, incorporate preestablished performance goals, and require students to demonstrate a broad range of problem-solving skills. This document summarizes developments in standards-based assessments and discusses the challenges that policymakers and educators face in establishing such systems. The introductory chapter provides an overview of standards-driven assessments and describes the role of assessment in standards-led reform, the ways in which such assessment differs from traditional assessments, and ways to ensure the quality of the assessment system. Chapter 2 describes the challenges for standards-led assessment systems, which include building state and local consensus, providing strong standards, aligning standards with assessment and instruction, ensuring accurate measures, defining progress, setting the stakes, including all students, estimating costs, addressing legal challenges, building local capacity, and distinguishing assessments. (Contains 45 endnotes.) (LMI)

ED 408 681 EA 028 412

Selecting and Working with a School Attorney: A Guide for School Boards.

d e:: n :: arg¥e tha:: MΛnne:: ::a char::er sch l:: are faΛlΛng, b¥:: tha:: theQ are enc ¥n::erΛng de el pmen::al i::::¥e:: tha:: l ca::e them sq¥arelQ in the e¤perΛence rep r::ed in ::her p¥blΛc and prΛ a::e sec:: r::. I:: i:: rec mmended tha:: ne char::er sch l::: (1) c nfr n:: the addΛ::Λ nal s::re::::e:: tha:: make the pre:::: f sch lΛng e en m re p ::en:: in ne sch l::; (2) paQ m re a::::en::Λ n t the need:: f teacher::; (3) de el p them::el e:: a:: ac::Λ e learnΛng c mm¥nΛ::Λe:: Qe:: c n::::raΛn theΛr a::pΛra::Λ n:: f r c¥rrΛc¥l¥m de el pmen::; (4) plan f r the s cΛalΛΛa::Λ n f member::; and (5) ac::Λ elQ engage in de::ΛgnΛng teacher::' r le:: a:: ell a:: beΛng fle¤Λble and e¤perΛmen::al in in::::r¥c::Λ n and c¥rrΛc¥l¥m c n::en::. A t ::al f 22 table:: and ne fΛg¥re are incl¥ded. (C n::aΛn:: 13 reference::.) (LMI)

ED 408 699 EA 028 438

Mar::h, Da Λd D.
Ed¥ca::Λ nal Leader::hΛp f r the 21:::: Cen::¥rQ: In::egra::Λng Three EmergΛng Per::pec::Λ e.
PUB DATE- Mar 97
NOTE- 26p.; Paper pre::en::ed a:: the Ann¥al Mee::Λng f the AmerΛcan Ed¥ca::Λ nal Re::earch A:::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 Pl¥:: P ::::age.
PUB TYPE- OpΛnΛ n::/Per:: nal VΛe p Λn::::/P ::Λ::Λ n Paper::/E::::aQ:: (120),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *AdmΛnΛ::::ra:: r Effec::Λ ene::::; *AdmΛnΛ::::ra:: r R le; *Ed¥ca::Λ nal Change; Ed¥ca::Λ nal En Λr nmen::; Elemen::arQ Sec ndarQ Ed¥ca::Λ n; F¥::¥re:: (Of S cΛe::Q); In::::r¥c::Λ nal Leader::hΛp; *Leader::hΛp; *PrΛncΛpal::; Sch l Ba::ed Managemen::; S::ra::egΛc PlannΛng

Drama::Λc change:: in the rk en Λr nmen:: f ed¥ca::Λ n ha e re::¥l::ed in r le ambΛg¥Λ::Q and r le erl ad f r sch l prΛncΛpal::. ThΛ:: paper e¤pl re:: the r le f the prΛncΛpal f self-managΛng sch l::, e::pecΛallQ a:: the r le rela::e:: t ed¥ca::Λ nal leader::hΛp er the ne:::: decade. Se eral theme:: in the ed¥ca::Λ nal ref rm:: lΛkelQ t emerge and gr acr :::: na::Λ nal se::::Λng:: er the ne:::: 10 Qear:: are e¤pl red. The ne:::: sec::Λ n pre::en:::: three in::erc nnec::ed per::pec::Λ e:: n ed¥ca::Λ nal leader::hΛp (::he c¥l::¥ral/::ch l-::ran::f rma::Λ n per::pec::Λ e, the s::ra::egΛc/re::¥l::::-drΛ en per::pec::Λ e, and the lΛnkΛng-managemen::-::¥pp r::-:: -ed¥ca::Λ nal-Λmpr emen:: per::pec::Λ e), and dΛ::c¥::::e:: h the::e m¥:::: be fΛ:: t ge::her if leader::hΛp in self-managΛng sch l:: i:: t s¥r Λ e the decade. FΛnallQ, the paper pre::en:::: prac::Λcal applΛca::Λ n:: and prΛncΛpal c mpe::encΛe:: tha:: f ll fr m the in::egra::ed vΛe f the ne ed¥ca::Λ nal leader::hΛp a:: the sch l le el. The la:::: sec::Λ n ffer:: spec¥la::Λ n:: ab ¥:: ha:: Λll ha e been imp r::an:: ed¥ca::Λ nal leader::hΛp s::ra::egΛe:: a:: vΛe ed 10 Qear:: fr m n . In the ne:::: decade, prΛncΛpal:: Λll need t lead fr m the mΛddle, reframe the rΛgh:: pr blem::, f c¥:: n the be:::: re::¥l:::: and s¥::::aΛn the f c¥::, de el p s::ra::egΛc thΛnkΛng and plannΛng tha:: ma::::er::, re::::r¥c::¥re and rec¥l::¥re in a p erf¥l sQnergQ, lΛnk managemen:: s¥pp r:: t rk s::r¥c::¥re:: and rganΛΛa::Λ nal rede::Λgn, p erf¥llQ e¤pand teachΛng and learnΛng tha:: i:: lΛnked t the ne re::¥l::::, and crea::e pr fe::::Λ nal capacΛ::Q and learnΛng c mm¥nΛ::Λe:: tha:: are drΛ en bQ re::¥l::::. One fΛg¥re i:: incl¥ded. (C n::aΛn:: 32 reference::.) (LMI)

ED 408 700 EA 028 439

De::er::, Jame:: R.; Ma¥rΛel, J hn J.

and Public Service Agency Administrators" by James R. Womack, describes the report's purpose, characteristics of the deaf community, the nature of ASL compared to other forms of manual communication, answers to common questions about ASL as a language, reasons for conflicting information, and sources of good information. The main body of the report presents recommendations of the task force. The issues of costs and implementation at the postsecondary level are specifically addressed. The recommendations cover: certification/licensure, the course of study in public schools and in the university and community college systems, and standards for levels of proficiency. Appendices list the 12 recommendations and summarize results of a survey of 14 other states regarding recognition of ASL. (DB)

ED 408 718 EC 305 586

Bonilla, Carlos A., Ed.; Goss, Joyce, Ed.
Students at Risk: The Teachers' Call to Action!
PUB DATE- 97
NOTE- 112p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- Bilingual Education Programs; Classroom Techniques; Cognitive Style; Disadvantaged Environment; *Early Parenthood; *Educational Strategies; Elementary Secondary Education; English (Second Language); *High Risk Students; Hispanic Americans; Homework; Parent Participation; *Poverty; *Prenatal Drug Exposure; Violence
IDENTIFIERS- Hispanic American Students

Written by a team of graduate student teachers, this collection of papers focuses on the challenges of teaching at-risk students and the development of successful classroom strategies. The first chapter, "Kids in Need: The Teachers' Perspective," addresses Hispanic children in poverty, the effects of poverty on academic achievement, and recommendations to help schools to get Hispanic children involved and interested. In the second chapter, "Teenage Pregnancy: Where are the Dads? " the effects of the lack of a father on children and a school-based prevention program to decrease risky sexual behaviors of adolescent students are discussed. Chapter 3, "'Let's Ask the Kids': The ESL Perspective," describes the outcomes of a study that investigated the reactions of 36 Spanish-speaking students to the bilingual programs they had experienced and presents recommendations for improving bilingual programs. In the fourth chapter, "The Epidemic of School Violence in the U.S.: A Statistical Brief," statistics on violence in junior high and high school campuses are provided, while Chapter 5, "Chicks on Crack: Effects at Birth and Beyond," discusses the results of studies exploring the prenatal effects of crack cocaine. Chapter 6, "Who's Hurting Who? Violence Is in Education," presents data on environmental factors that cause criminal violence and offers strategies for reducing the risk. "What Will It Be: Excitement or Apathy? The Learning Style Dilemma: What's a Teacher to Do? " (Chapter 7) outlines different types of student learning styles, discusses cultural influences on learning styles, and provides recommendations for teaching strategies. In Chapter 8, "Homework: Inclusion of Parents in the Education Equation," the importance of parental participation is highlighted, and the final chapter, "How to Survive in the Blackboard Jungle: The Quest for Effective Classroom Management," lists behaviors of an effective classroom manager and provides classroom need to be coordinated prior to a customer's first day of work. Chapter 6, "Job Site Training" (Katherine Inge), discusses job duty and task analysis, natural supports and cues, instructional strategies, self-management, job site modifications, and fading from the job site. Expanding job responsibilities, monitoring and coordinating of supports, employee assistance programs, and funding supports and services are covered in chapter 7, "Long Term Supports" (Valerie Brooke and others). The final chapter, "Quality Supported Employment Services" (Howard Green and others), addresses the importance of assessing the quality of supported employment programs and the purpose of quality indicators. Each chapter includes case studies, related blank forms, and specific references. (CR)

ED 408 737 EC 305 608

Bader, Beth D.
Schools, Discipline, and Students with Disabilities: The AFT Response.
PUB DATE- Apr 97
NOTE- 21p.; Paper presented at the Annual Convention of the Council for Exceptional Children, (75th, Salt Lake City, UT, April 9-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinion Papers/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Disorders; *Compliance (Legal); *Disabilities; *Discipline; Educational Legislation; Elementary Secondary Education; Expulsion; Nontraditional Education; School Attendance Legislation; *Student Placement; Suspension; Violence
IDENTIFIERS- *American Federation of Teachers; Individuals with Disabilities Education Act

This position paper of the American Federation of Teachers (AFT) addresses issues related to the discipline of students with severe behavior disorders or other disabilities. It specifically considers: (1) placement of disruptive and/or dangerous students; (2) cost issues of alternatives to suspension and expulsion; (3) legal parameters under the Individuals with Disabilities Education Act; (4) staff issues (teachers have a right not to be verbally or physically assaulted by students); and (5) minority issues (since minority students have been disproportionately represented among suspended and expelled students). The paper encourages a focus on prevention and early intervention through use of discipline codes, improved classroom management, low-level classroom interventions, and behavior specialists. It also recommends a continuum of alternative placements including in-school crisis centers, in-school suspension, and longer-term alternative settings. The paper reaffirms AFT's position favoring alternative schools. Attached is a resolution on the issue of alternative schools passed by the AFT at its 1996 Convention; an outline of prevention and intervention strategies; and guidance on the laws surrounding the discipline of students with disabilities. (DB)

ED 408 738 EC 305 609

Sax, Caren; And Others
Assistive Technology & Inclusion. Issue Brief.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

Deaf E‼hnΛc MΛn rΛ‼Λe‼: Ha e TheQ a D ¥ble LΛabΛlΛ‼Q
PUB DATE- 93
NOTE- 29p.; Paper pre‼en‼ed a‼ the Ann¥al Mee‼Λng f the AmerΛcan
Ed¥ca‼Λ nal Re‼earch A‼‼ cΛa‼Λ n (A‼lan‼a, GA, AprΛl 11-16,
1993).
LANGUAGE- EnglΛ‼h
EDRS PrΛce- MF01 Pl¥‼ P ‼‼age. PC N ‼ A aΛlable fr m EDRS.
PUB TYPE- Rep r‼‼ - Re‼earch/TechnΛcal (143),Speeche‼, C nference
Paper‼, "Paper‼ Pre‼en‼ed a‼..." (150)
DESCRIPTORS- Ad¥l‼‼; A‼Λan AmerΛcan‼; Black S‼¥den‼‼; Black‼;
*C llege A‼‼endance; *Deafne‼‼; *Empl Qmen‼ Le el; *E‼hnΛc
Gr ¥p‼; HΛgh Sch l‼; HΛgher Ed¥ca‼Λ n; HΛ‼panΛc AmerΛcan‼;
Inc me; *O¥‼c me‼ f Ed¥ca‼Λ n; *S cΛ ec n mΛc S‼a‼¥‼
IDENTIFIERS- A‼Λan AmerΛcan S‼¥den‼‼; HΛ‼panΛc AmerΛcan S‼¥den‼‼

In an eff r‼ t a‼cer‼aΛn he‼her beΛng deaf and al‼ beΛng a member f an e‼hnΛc mΛn rΛ‼Q gr ¥p engender‼ d¥al dΛ‼ad an‼age‼, the ed¥ca‼Λ nal, lab r f rce par‼ΛcΛpa‼Λ n, cc¥pa‼Λ n‼, earnΛng‼, and s cΛ ec n mΛc s‼a‼¥‼ f ad¥l‼‼ Λ‼h deafne‼‼ (n=6430) ere c mpared bQ race. C mparΛ‼ n‼ ere al‼ d ne Λ‼h racΛal gr ¥p‼ in the general p p¥la‼Λ n. Re‼¥l‼‼ indΛca‼e tha‼ the indΛ Ad¥al‼ Λ‼h deafne‼‼ h are al‼ fr m e‼hnΛc mΛn rΛ‼Λe‼ sh ed pa‼‼ern‼ f a‼‼aΛnmen‼ hΛch mΛrr r th ‼e f theΛr e‼hnΛc c ¥n‼erpar‼‼ in the general p p¥la‼Λ n, b¥‼ are nega‼Λ elQ in‼en‼ΛfΛed d¥e t the c mbΛned effec‼‼ f beΛng b ‼h deaf and an e‼hnΛc mΛn rΛ‼Q. The Ca¥ca‼Λ n‼ and A‼Λan‼ Λ‼h deafne‼‼, earned the large‼‼ percen‼age f p ‼‼‼ec ndarQ degree‼, and a‼ hΛgher a ard le el‼. TheQ ere al‼ m re f‼en empl Qed. Black‼ and HΛ‼panΛc‼ Λ‼h deafne‼‼ lea‼‼ f‼en c mple‼ed p ‼‼‼ec ndarQ degree‼. Black‼ Λ‼h deafne‼‼ ere sec nd nlQ t AmerΛcan IndΛan‼ Λ‼h deafne‼‼ f r hΛgh ra‼e‼ f unempl Qmen‼. All varΛable‼ c n‼Λdered, Black‼ in thΛ‼ sample e‼perΛenced the l e‼‼ a‼‼aΛnmen‼ f the gr ¥p‼. The rep r‼ dΛ‼c¥‼‼e‼ each c mparΛ‼ n varΛable and pr Λde‼ specΛfΛc da‼a char‼‼. (C n‼aΛn‼ 42 reference‼.) (A¥‼h r/CR)

ED 408 757 EC 305 628

GelΛheΛ‼er, LQnn M.; And O‼her‼
D General and SpecΛal Ed¥ca‼Λ n Teacher‼ F ‼‼er the Peer
In‼erac‼Λ n‼ f S‼¥den‼‼ Λ‼h DΛ‼abΛlΛ‼Λe‼
SPONS. AGENCY- OffΛce f SpecΛal Ed¥ca‼Λ n and RehabΛlΛ‼a‼Λ e
Ser Λce‼ (ED), Wa‼hΛng‼ n, DC.
PUB DATE- 97
NOTE- 60p.; Paper pre‼en‼ed a‼ the Ann¥al Mee‼Λng f the AmerΛcan
Ed¥ca‼Λ nal Re‼earch A‼‼ cΛa‼Λ n (ChΛcag , IL, March 24-28,
1997).
LANGUAGE- EnglΛ‼h
EDRS PrΛce- MF01/PC03 Pl¥‼ P ‼‼age.
PUB TYPE- Rep r‼‼ - Re‼earch/TechnΛcal (143),Speeche‼, C nference
Paper‼, "Paper‼ Pre‼en‼ed a‼..." (150)
DESCRIPTORS- *DΛ‼abΛlΛ‼Λe‼; Ed¥ca‼Λ nal Prac‼Λce‼; Elemen‼arQ
Sch l Teacher‼; Elemen‼arQ Sec ndarQ Ed¥ca‼Λ n;
*IndΛ Ad¥alΛΛed Ed¥ca‼Λ n Pr gram‼; *In‼erper‼ nal C mpe‼ence;
*Peer Rela‼Λ n‼hΛp; Sec ndarQ Sch l Teacher‼; *S cΛal
De el pmen‼; *SpecΛal Ed¥ca‼Λ n Teacher‼; TeachΛng Me‼h d‼

A s‼¥dQ f 22 elemen‼arQ, mΛddle, and sec ndarQ s‼¥den‼‼ Λ‼h dΛ‼abΛlΛ‼Λe‼ in e‼‼Λga‼ed the adeq¥acQ f IndΛ Ad¥alΛΛed Ed¥ca‼Λ n Pr gram (IEP) s‼a‼emen‼‼ f pre‼en‼ le el f f¥nc‼Λ nΛng and g al‼ rela‼ed t peer in‼erac‼Λ n‼. The s‼¥dQ al‼ e al¥a‼ed the e‼‼en‼ t hΛch general and specΛal ed¥ca‼Λ n teacher‼ empl Qed teachΛng s‼ra‼egΛe‼ tha‼ f ‼‼ered s cΛal in‼erac‼Λ n‼, and a‼‼e‼‼ed he‼her in‼‼r¥c‼Λ n a‼ alΛgned Λ‼h the IEP'‼ charac‼erΛΛa‼Λ n f p¥pΛl s cΛal de el pmen‼. A prΛncΛpal c mp nen‼‼ analQ‼Λ‼ indΛca‼ed tha‼ the are that a formula change would penalize states which have worked diligently to identify and serve all students with disabilities. Analysis of projected impact indicates that the new formula would result in 13 states (such as Florida and Massachusetts) losing more than $2 million, with other states (such as California, Idaho, and Arizona) experiencing an increase of more than 13 percent. A graph provides comparative figures for each state. (Contains 13 references.) (DB)

ED 408 775 EC 305 647

Janko, Susan; And Others
Portraits of Inclusion through the Eyes of Children, Families and Educators.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 97
NOTE- 36p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Case Studies; Compliance (Legal); Cost Effectiveness; Court Litigation; Cultural Influences; *Disabilities; Early Childhood Education; *Early Intervention; *Educational Policy; Educational Quality; Financial Support; *Inclusive Schools; Professional Development; School Community Relationship; Social Integration; Special Education
IDENTIFIERS- Categorical Special Education

This report uses case illustrations to present ten policy issues concerning inclusion of children with disabilities in early childhood education programs. Policy issues were identified from interviews with over 150 families, teachers, and district and state education agency administrators, as well as through many classroom observations. An introduction examines the socio-political aspects of education, policy versus practice, and the changing social context. For each issue there is a brief explanation, some data, and a case example of an actual child. The policy issues address the following areas: (1) categorical programs, (2) categorical funding, (3) categorical thinking, (4) the cultural context of education, (5) the community context of education, (6) professional development and practice, (7) litigation and inclusion, (8) regulation and compliance or accountability and quality, (9) the ebb and flow of public dollars, and (10) costs of inclusion. A glossary defines common terms associated with inclusive early childhood education. (Contains 12 references.) (DB)

ED 408 776 EC 305 657

Scheffel, Debora L.
The Language of Negotiation: Comparing Children with Language Based Learning Disabilities and Children with Normally Developing Language.
PUB DATE- Feb 97
NOTE- 12p.; Paper presented at the LDA International Conference (Chicago, IL, February 19-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Disability Identification; *Discriminant Analysis; Elementary Education; Evaluation Methods; Interpersonal Communication; *Language Impairments; *Language Processing; Language Proficiency; *Language Skills; Language Tests; Maps; Student Evaluation; *Verbal Ability

helpΛng s::Ꝃden::: Λ::h learnΛng dΛ::abΛlΛ::Λe:: and tQpΛcal s::Ꝃden::: t learn ab Ꝃ:: the c ncep:: f theme and t iden::ΛfQ theme. The f Ꝃr::h sec::Λ n c n::aΛn:: a paper n elemen::arQ readΛng in:::rꝂc::Λ n and the benefΛ::: f ph nΛc:: pr gram:: pre::en::ed a:: a sQmp ::ΛꝂm f the Or:: n DQ::le¤Λa S cΛe::Q. (Each sec::Λ n c n::aΛn:: reference::.) (CR)

ED 408 793 EC 305 674

RꝂe::, Jane; And O::her::
De el pΛng Ba::Λc M :: r SkΛll:: in Infan::: and ChΛldren Λ::h Se ere HandΛcap::: An E¤perΛmen::al AnalQ::Λ:: Λ::h ImplΛca::Λ n:: f r EdꝂca::Λ n and Trea::men::. FΛnal Rep r::.
SPONS. AGENCY- Depar::men:: f EdꝂca::Λ n, Wa::hΛng:: n, DC.
PUB DATE- 86
NOTE- 177p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC08 PlꝂ:: P :::age.
PUB TYPE- Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141)
DESCRIPTORS- *In::er en::Λ n; *M :: r De el pmen::; *M :: r Reac::Λ n::; *MꝂl::Λple DΛ::abΛlΛ::Λe::; *OꝂ::c me:: f Trea::men::; Pr gram Effec::Λ ene:::; *Se ere DΛ::abΛlΛ::Λe::; Y Ꝃng ChΛldren
IDENTIFIERS- Head M emen:::; SΛ:::Λng; Ve:::ΛbꝂlar S::ΛmꝂla::Λ n; VΛbra::Λ n TechnΛqꝂe

ThΛ:: fΛnal rep r:: de::aΛl:: the Ꝃ::c me:: f a 3-Qear pr jec:: in l Λng chΛldren Λ::h se ere dΛ::abΛlΛ::Λe:: (age:: bΛr::h-6) de::Λgned t : (1) de::ermΛne the effec::Λ ene::: f specΛfΛc therapeꝂ::Λc in::er en::Λ n technΛqꝂe:: n the de el pmen:: f ba::Λc m :: r skΛll:: in Q Ꝃng chΛldren Λ::h se ere and mꝂl::Λple dΛ::abΛlΛ::Λe::; (2) e¤pl re the rela::Λ n::hΛp be:: een specΛfΛc m :: r skΛll:: and the de el pmen:: f ::her a::: cΛa::ed m :: r skΛll::; and (3) de::ermΛne the effec::Λ ene::: f "package::" f therapeꝂ::Λc in::er en::Λ n technΛqꝂe:: n the de el pmen:: f ba::Λc mÑ:: r skΛll::. IndΛ ΛdꝂal s::ꝂdΛe:: in e:::Λga::ed u::Λng vΛbra::Λ n, ve:::ΛbꝂlar s::ΛmꝂla::Λ n, and in er::Λ n technΛqꝂe::. Re::Ꝃl::: f Ꝃnd in the sΛ¤ s::ꝂdΛe:: u::ΛlΛΛΛng vΛbra::Λ n, tha:: 8 f 18 sꝂbjec::: (age:: 1-6) Λ::h se ere and mꝂl::Λple dΛ::abΛlΛ::Λe:: dem n:::ra::ed an increa::e in head erec::Λ n r sΛ:::Λng. In the fΛ e s::ꝂdΛe:: tha:: u::ed ve:::ΛbꝂlar s::ΛmꝂla::Λ n, 8 f 10 chΛldren in the head erec:: s::ꝂdΛe:: and 6 f 7 chΛldren in the sΛ:::Λng s::ꝂdΛe:: sh ed an increa::e in abΛlΛ::Q. The re::Ꝃl::: in t   s::ꝂdΛe:: in l Λng eΛgh:: chΛldren and u::ΛlΛΛΛng in er::Λ n sꝂgge::: tha:: the s::a::Λc me::h d maQ be m re effec::Λ e f r increa::Λng head erec:: beha Λ r than a dQnamΛc me::h d f in er::Λ n. A fΛnal s::ꝂdQ in l Λng tÑ chΛldren f Ꝃnd ve:::ΛbꝂlar s::ΛmꝂla::Λ n maQ be a p ::en::Λal an::eceden:: s::ΛmꝂlꝂ:: f r a varΛe::Q f m :: r pr gram::. (C n::aΛn:: 93 reference::.) (CR)

ED 408 794 EC 305 675

ArΛck, J el; And O::her::
A FꝂll E alꝂa::Λ n S::ꝂdQ f the Oreg n SꝂpp r::ed EdꝂca::Λ n Plan and I::: Impac:: up n S::Ꝃden:: OꝂ::c me::. FΛnal Rep r::.
SPONS. AGENCY- Depar::men:: f EdꝂca::Λ n, Wa::hΛng:: n, DC.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 PlꝂ:: P :::age.
PUB TYPE- Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141)
DESCRIPTORS- *DΛ::abΛlΛ::Λe::; EdꝂca::Λ nal Inn a::Λ n; Elemen::arQ Sec ndarQ EdꝂca::Λ n; E alꝂa::Λ n Me::h d::; *InclꝂ::Λ e Sch l::; *IndΛ ΛdꝂalΛΛed EdꝂca::Λ n Pr gram::; MaΛn:::reamΛng; OꝂ::c me:: f

f c¼::ed n: (1) c llab ra::Λ e and inn a::Λ e u::e:: f techn l gΛe:: f r TA&D rk; (2) e al¼a::Λng the impac::: f TA&D ac::Λ Λ::Λe:: in rela::Λ n t ne perf rmance s::andard::; (3) de::ΛgnΛng a br ader c llab ra::Λ e na::Λ nal TA&D ne::Ñ rk; (4) re::p ndΛng t TA&D need:: in a¼::Λ::m and dΛ er::e therapQ p::Λ n::; and (5) applQΛng re::earch t prac::Λce t impr e TA&D eff r:::. The ne::: sec::Λ n incl¼de:: s¼mma::Λ n:: f the plenarQ se:::Λ n:: and ske::che:: f the c nc¼rren:: se:::Λ n::, hΛch ere de::Λgned t b¼Λld skΛll:: r increa::e par::ΛcΛpan:::' kn ledge ba::e::. The thΛrd sec::Λ n s¼mmarΛΛe:: dΛ::c¼:::Λ n:: in the f c¼:: gr ¼p se:::Λ n::. AppendΛce:: incl¼de a c nference agenda and a par::ΛcΛpan:: lΛ:::. (CR)

ED 408 812 EC 305 700

A::hcr f::, S. C.
Re::earch n M¼l::ΛmedΛa Acce::: t MΛcr c mp¼::er:: f r VΛ::¼allQ ImpaΛred Y ¼::h.
SPONS. AGENCY- SpecΛal Ed¼ca::Λ n Pr gram:: (ED/OSERS), Wa::hΛng:: n, DC.
PUB DATE- 83
NOTE- 380p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC16 Pl¼:: P :::age.
PUB TYPE- Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141)
DESCRIPTORS- *Acce:::ΛbΛlΛ::Q (f r DΛ::abled); *A:::Λ:::Λ e De Λce:: (f r DΛ::abled); BraΛlle; C mp¼::er A:::Λ:::ed In:::r¼c::Λ n; *Ed¼ca::Λ nal S::ra::egΛe::; Elemen::arQ Sec ndarQ Ed¼ca::Λ n; In:::r¼c::Λ nal Ma::erΛal E al¼a::Λ n; Large TQpe Ma::erΛal::; LearnΛng M d¼le::; *MΛcr c mp¼::er::; Speech SQn::he::ΛΛer::; Teacher Ed¼ca::Λ n Pr gram::; *VΛ::¼al ImpaΛrmen:::
IDENTIFIERS- Ca:::e:::e BraΛlle De Λce::; DΛgΛ::ΛΛed Speech; Op::ac n

ThΛ:: fΛnal rep r:: dΛ::c¼:::e:: the ¼::c me:: f a federallQ f¼nded pr jec:: tha:: s::¼dΛed vΛ::¼al, a¼dΛ:: rQ, and tac::¼al me::h d:: de::Λgned t gΛ e Q ¼::h Λ::h vΛ::¼al impaΛrmen::: acce::: t mΛcr c mp¼::er:: f r c¼rrΛc¼lar, pre ca::Λ nal, and a ca::Λ nal p¼rp ::e::. The bjec::Λ e:: f the pr jec:: ere: (1) t re::earch mΛcr c mp¼::er sQ:::em:: tha:: c ¼ld be made acce:::Λble t Q ¼::h Λ::h blΛndne::: thr ¼gh prΛn::, v Λce, and t ¼ch; (2) t de el p and e al¼a::e in:::r¼c::Λ nal pr gram:: f r teachΛng Q ¼::h Λ::h vΛ::¼al impaΛrmen::: t u::e mΛcr c mp¼::er sQ:::em:: thr ¼gh m¼l::ΛmedΛa acce:::; (3) t de el p and e al¼a::e in:::r¼c::Λ nal package:: f r the::e m¼l::ΛmedΛa mΛcr c mp¼::er sQ:::em:: f r the in::er Λce and pre::er Λce traΛnΛng f specΛal ed¼ca::Λ n and ::her per:: nnel h rk Λ::h Q ¼::h Λ::h vΛ::¼al impaΛrmen:::; (4) t e al¼a::e selec::ed, adap::ed, r specΛallQ de el pmen:: c mp¼::er-a:::Λ:::ed in:::r¼c::Λ nal pr gram:: f r c¼rrΛc¼la, pre ca::Λ nal, and a ca::Λ nal p¼rp ::e::; and (5) t dΛ:::emΛna::e the re::¼l::: and pr d¼c::: f the re::earch pr jec:: thr ¼gh u::¼al dΛ:::emΛna::Λ n channel::. The rep r:: iden::ΛfΛe:: the ad an::age:: and lΛmΛ::a::Λ n:: f ca:::e:::e BraΛlle de Λce::, OPTACON (Op::Λcal-t -Tac::Λle C n er::er), speech sQn::he::Λ::, dΛgΛ::ΛΛed speech, and large prΛn::. AppendΛce:: incl¼de pr ced¼re:: f r in::erfacΛng the IBM PC Λ::h the Ver::aBraΛlle in:::r¼c::Λ nal m d¼le:: f r begΛnnΛng mΛcr c mp¼::er and acce::: techn l gQ skΛll:: f r ::¼den::: Λ::h vΛ::¼al impaΛrmen:::, and a BraΛlle-edΛ:: ::¼den:: in:::r¼c::Λ nal m d¼le. (C n::aΛn:: 55 reference::.) (CR)

ED 408 813 EC 305 701

F ¤, LΛ::e; HanlΛne, MarQ France::
A:::e:::Λng the Effec::Λ ene::: f De el pmen::allQ Appr prΛa::e PlaQ-Ba::ed EarlQ Ed¼ca::Λ n. FΛnal Rep r::.

major from Mukogawa University (Japan) in use of the Institute's specialized library collection. An introductory section describes the institution and collection, outlines the rationale for library research instruction, student needs, and lesson content, and lists examples of student research projects undertaken at the Institute. The student materials include a library and research vocabulary list, worksheets for four lessons, a sample topic worksheet, and a brief list of additional resources. Lesson topics include: finding one's way around the library; using general reference books; the Dewey Decimal System; and the computer card catalog. (MSE)

ED 408 832 FL 024 583

de Klerk, Vivian, Ed.
Focus on South Africa. Varieties of English Around the World, Volume 15.
PUB DATE- 96
NOTE- 329p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Black Dialects; Contrastive Linguistics; Cultural Context; Diachronic Linguistics; Elementary Secondary Education; *English; *English (Second Language); Ethnic Groups; Foreign Countries; Interpersonal Communication; Language Attitudes; *Language Planning; Language Research; Language Teachers; *Language Variation; Lexicography; Minority Groups; Political Influences; Public Policy; Regional Characteristics; *Regional Dialects; Standard Spoken Usage; Teacher Education
IDENTIFIERS- Language Contact; Malawi; *South Africa; Swaziland; Zambia; Zimbabwe

Essays on English in South Africa and its neighboring countries include: "A History of English in South Africa" (Len Lanham); "English in South African Society: A Preliminary Overview" (Bill Branford); "Black English in South Africa" (David Gough); "Language Contact, Transmission, Shift: South African Indian English" (Rajend Mesthrie); "Afrikaans English" (Susan Watermeyer); "Cape Flats English" (Karen Malan); "The Standardisation Question in Black South African English" (Lawrence Wright); "English, the Constitution, and South Africa's Language Future" (Peter Titlestad); "English and Language Planning for South Africa: The Flip Side" (Victor Webb); "Lexicography for South African English" (Penny Silva); "Issues in English Language Teaching in Primary Schools" (Paul Walters); "Language Attitudes and Their Implications for the Teaching of English in the Eastern Cape" (Barbara Bosch, Vivian de Klerk); "Preparing Student Teachers To Teach English First and Second Language" (Sarah Murray, Hennie van der Mescht); "English in Interpersonal Interaction in South Africa" (Keith J. Chick); "English in Swaziland: Form and Function" (Nkonko M. Kamwangamalu, Theresa Chisanga); "English in Zimbabwe, Zambia, and Malawi" (Josef Schmied). (MSE)

ED 408 833 FL 024 584

Schneider, Edgar W., Ed.
Focus on the USA. Varieties of English Around the World, Volume 16.
PUB DATE- 96
NOTE- 374p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bidialectalism; *Bilingualism; Child Language; Classroom Techniques; Comparative Analysis; Contrastive Linguistics; Dialects; Elementary Education; Language Research; *Language Role; Language Usage; Linguistic Theory; North American English; Reading Instruction; *Standard Spoken Usage; Theory Practice Relationship

A discussion of bidialectalism looks at whether it is analogous to bilingualism, particularly in the case of young speakers of Black English, and how this and related considerations may inform reading instruction. Theory and research concerning dialects and bidialectalism, bilingualism and its various types, and linguistic competence and performance are reviewed briefly, and the theories of transformational grammar and language universals are applied comparatively to Black English and standard spoken English. Subsequently, issues in the teaching of standard English to speakers of other dialects are considered, drawing on relevant research literature concerning this and other bidialectal contexts. Four recommendations are made for reading instruction: (1) greater individualization in the approach to beginning reading to accommodate children's different degree and type of mismatch between standard usage and dialect; (2) recording and analysis of the informal speech of each child during the pre-reading phase; (3) teacher training to include some information about North American English dialects, sociolinguistics and language varieties, varied reading instruction techniques including some from second language instruction, and affective training concerning language varieties; and (4) use of recorded materials in which the child reads the text as he listens. Contains 89 references. (MSE)

ED 408 853 FL 024 615

Daniel, Larry G.; Witta, E. Lea
Implications for Teaching Graduate Students Correct Terminology for Discussing Validity and Reliability Based on a Content Analysis of Three Social Science Measurement Journals.
PUB DATE- Mar 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Graduate Students; Graduate Study; Higher Education; Language Role; Language Usage; *Research Methodology; *Research Problems; Scholarly Journals; *Social Sciences; *Test Reliability; *Test Validity; *Vocabulary Development

Although reliability and validity are characteristics of test data, social scientists often attribute reliability and validity erroneously to the tests themselves. To determine the extent to which this problem exists, 150 reliability and validity studies selected from 3 prominent social science measurement journals over a 3-year period were analyzed for common errors in terminology and categorized according to methodology types used in assessing reliability and validity. Results indicate over 50 percent of the articles contained more than one inappropriate statement concerning reliability or validity. It is suggested that professional journal reviewers and editors could improve research practice by catching and

Improvement Means Being Mission Driven" (John J. Garnand); (8) "Strengthening the Role of Facilities Management in a Small Institution" (Keith H. Lovin); (9) "A Call to Servant Leadership" (Kent M. Keith); (10) "How Leaders Create Change" (Charles W. Jenkins); and (11) "Sustaining Excellence: Bold Strategies for Transforming Your Organization" (William L. Maynard and Thomas J. Champoux). (Contains 73 references.) (JLS)

ED 408 872 HE 030 185

Contracting for Facilities Services. Critical Issues in Facilities Management. No. 9.
PUB DATE- 94
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Building Operation; Case Studies; Cleaning; *College Buildings; *Contracts; *Educational Facilities; Higher Education; Human Resources; Landscaping; Personnel Management; Privatization; Program Administration; *School Maintenance; Strategic Planning; Supervision
IDENTIFIERS- American University DC; Butler University IN; Outsourcing; University of Virginia

This book has been designed to provide practical information to managers on how to work with outside contractors in the higher education facilities area, and provides "real world" advice on the opportunities and pitfalls of privatization. Overview and detailed case studies of contracting-out for services such as custodial services and grounds management are provided. The chapters include: (1) "Making the Contract or Self-Operation Decision" (Philip J. Goldstein and others); (2) "The Make-or-Buy Decision: The Organization of U.S. Campus Plant Operations" (Malcolm Getz and others); (3) "A Practical Approach to Contracting for Services" (Edward C. Bogard); (4) "Contracting for Facilities Management Services: An Ethical Dilemma" (Alan L. Ingle); (5) "Virginia's Make-or-Buy Competitive Procurement Program (Richard Fowler and others); (6) "Partnering for Successful Service Contracting" (Thomas E. Harkenrider); (7) "Contracted Custodial Services at Butler University" (Michael Gardner); (8) "Make-or-Buy Procurement of Painting Services at UVA" (Don A. Hicklin); (9) "Contracted Landscape and Turf Management Services" (Ted Warner); and (10) "From Contracting to In-House Service at American University" (Jorge J. Abud). (Contains 54 references.) (JLS)

ED 408 873 HE 030 186

Rightsizing Effectively. An APPA Task Force Report.
PUB DATE- 95
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Reports - Evaluative/Feasibility (142), Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Building Operation; Case Studies; *College Buildings; *Financial Problems; Higher Education; Human Resources; Landscaping; Personnel Management; Program Administration; Reduction in Force; *Retrenchment; *School Maintenance; Strategic Planning; Supervision; Surveys
IDENTIFIERS- *Association of Higher Educ Facilities Officers;

hΛgher ed½ca∷Λ n, e¤amΛne∷ the r le f hΛgher ed½ca∷Λ n in re∷raΛnΛng dΛ∷placed pr fe∷∷Λ nal∷. The b kle∷ begΛn∷ Λ∷h brΛef de∷crΛp∷Λ n∷ f f ½r inn a∷Λ e unΛ er∷Λ∷Q pr gram∷ f r dΛ∷placed pr fe∷∷Λ nal∷ and an e¤pl ra∷Λ n f hΛgher ed½ca∷Λ n'∷ r le in re∷raΛnΛng dΛ∷placed pr fe∷∷Λ nal∷. O∷her t pΛc∷ dΛ∷c½∷∷ed incl½de: the c ncep∷ f a career and the r le f famΛlQ, frΛend∷, ed½ca∷Λ n, and   rkplace in career de el pmen∷; implΛca∷Λ n∷ f d n∷ΛΛΛng f r the tradΛ∷Λ nal m del f c n∷Λn½ ½∷ career de el pmen∷; ne m del∷ f r ed½ca∷Λ n and traΛnΛng in re∷p n∷e t changΛng b½∷Λne∷∷ demand∷ and the specΛal need∷ f dΛ∷placed pr fe∷∷Λ nal∷; fea∷½re∷ f e¤emplarQ re∷raΛnΛng pr gram∷ (c ½n∷elΛng, career de el pmen∷ skΛll∷, small cla∷∷ f rma∷, j b search s∷ra∷egΛe∷, ne∷ rkΛng, cer∷ΛfΛca∷Λ n, sh r∷ c ½r∷e∷, c mp½∷er lΛ∷eracQ, selec∷ fac½l∷Q, rΛen∷a∷Λ n t ard a∷∷e∷∷men∷, and c mmΛ∷men∷ t c n∷Λn½ ½∷ learnΛng); and pp r∷½nΛ∷Λe∷ f r par∷ner∷hΛp∷ Λ∷h federal/∷∷a∷e g ernmen∷ agencΛe∷, b½∷Λne∷∷, and unΛ n∷. EΛgh∷ m del pr gram∷ are pr fΛled tha∷ ill½∷∷ra∷e the f ll Λng p ∷∷Λble pr gram appr ache∷: c mprehen∷Λ e appr ach addre∷∷Λng the f½ll range f pr blem∷ facΛng dΛ∷placed pr fe∷∷Λ nal∷, f c½∷ n tran∷Λ∷Λ nΛng af∷er d n∷ΛΛΛng, and f c½∷ n adap∷Λng t ne ind½∷∷rΛe∷. C ncl½dΛng the b kle∷ are rec mmenda∷Λ n∷ t pr gram de el per∷, 23 reference∷/∷½gge∷∷ed readΛng∷, and 19 c n∷Λn½Λng ed½ca∷Λ n pr gram∷ f in∷ere∷∷ t dΛ∷placed pr fe∷∷Λ nal∷. (MN)

ED 408 425 CE 074 133

D½rkΛn, D r ∷hQ
In∷erac∷Λ e Marke∷Λng: C½∷∷ mer∷ a∷ C llab ra∷ r∷. Marke∷Λng S∷ra∷egΛe∷ SerΛe∷.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01 Pl½∷ P ∷∷age. PC N ∷ A aΛlable fr m EDRS.
PUB TYPE- OpΛnΛ n∷/Per∷ nal VΛe p Λn∷∷/P ∷Λ∷Λ n Paper∷/E∷∷aQ∷ (120)
DESCRIPTORS- C llege Pr gram∷; *C n∷Λn½Λng Ed½ca∷Λ n; C pera∷Λ e PlannΛng; Da∷a C llec∷Λ n; Da∷aba∷e∷; Ed½ca∷Λ nal Need∷; HΛgher Ed½ca∷Λ n; *In∷erac∷Λ n; *Marke∷Λng; Need∷ A∷∷e∷∷men∷; *Sch l B½∷Λne∷∷ Rela∷Λ n∷hΛp; S∷ra∷egΛc PlannΛng; *S∷½den∷ C llege Rela∷Λ n∷hΛp; W rld WΛde Web
IDENTIFIERS- *Ed½ca∷Λ nal Marke∷Λng; *Marke∷Λng Re∷earch; Marke∷Λng S∷ra∷egΛe∷

ThΛ∷ b kle∷, hΛch i∷ in∷ended f r indΛ Λd½al∷ re∷p n∷Λble f r marke∷Λng c n∷Λn½Λng hΛgher ed½ca∷Λ n, pre∷en∷∷ an in∷erac∷Λ e appr ach t ed½ca∷Λ nal marke∷Λng in hΛch c½∷∷ mer∷ plaQ the r le f c llab ra∷ r∷. The b kle∷ begΛn∷ Λ∷h brΛef pr fΛle∷ f s½cce∷∷f½l in∷erac∷Λ e marke∷Λng pr gram∷ a∷ three unΛ er∷Λ∷Λe∷. E¤amΛned ne∷∷ are lab r marke∷ and dem graphΛc trend∷ tha∷ ha e nece∷∷Λ∷a∷ed ne ed½ca∷Λ nal marke∷Λng pr ce∷∷e∷ and the ba∷Λc prΛncΛple∷ f in∷erac∷Λ e marke∷Λng. S∷ep-bQ-∷∷ep g½ΛdelΛne∷ f r t de el pΛng an ed½ca∷Λ nal marke∷Λng campaΛgn ba∷ed n c llab ra∷Λ n be∷ een marke∷er∷, pr grammer∷, and admΛnΛ∷∷ra∷ r∷ are incl½ded. O∷her t pΛc∷ dΛ∷c½∷∷ed in the remaΛnΛng sec∷Λ n∷ are: de el pΛng/½∷Λng a unΛfΛed marke∷Λng da∷aba∷e (∷rackΛng and predΛc∷Λng s∷½den∷ preference∷; de∷ΛgnΛng a da∷aba∷e t facΛlΛ∷a∷e sharΛng f inf rma∷Λ n am ng marke∷er∷ and ed½ca∷ r∷; addΛng addΛ∷Λ nal da∷a; u∷Λng the c ncep∷ f en Λr nmen∷al scannΛng f r s∷ra∷egΛc plannΛng; and u∷Λng/Λmpr Λng the da∷aba∷e); c llab ra∷Λng Λ∷h c½∷∷ mer∷ (ne-∷ - ne marke∷Λng, rela∷Λ n∷hΛp marke∷Λng, and the r le∷ f eb∷Λ∷e∷ and e∷∷en∷Λ n in marke∷Λng); and impr Λng marke∷Λng thr ½gh rganΛΛa∷Λ nal reengΛneerΛng are described in chapter 3. Detailed in chapter 4 are various policy options regarding technology-supported educational programs for adults. Among the areas explored are the following: supporting learning equitably; prioritizing planned improvements; addressing courseware shortages; using technology to control costs; and collecting evaluative data. The report's major conclusions regarding policy issues in using technology to support adult learning are summarized in chapter 5. (Contains 127 references and 11 tables/figures.) (MN)

ED 408 443 CE 074 229

Adult Learning and Technology in OECD Countries. Proceedings of a Round Table (Philadelphia, Pennsylvania, February 14-16, 1996).
PUB DATE- 96
NOTE- 358p.; For a related document, see CE 074 228.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021), Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Programs; Case Studies; Comparative Analysis; *Computer Uses in Education; Corporate Education; *Distance Education; *Economic Change; Educational Change; Educational Environment; Educational Practices; *Educational Technology; Educational Trends; English (Second Language); Foreign Countries; Government School Relationship; Independent Study; Information Networks; Inservice Teacher Education; Instructional Materials; Language Teachers; *Lifelong Learning; Multimedia Instruction; Postsecondary Education; Rural Areas; Rural Education; Second Language Learning; Teacher Improvement; Tourism; Trend Analysis
IDENTIFIERS- Organisation for Economic Cooperation Development

This book, which is based on the papers presented by the various countries attending an international conference on technology and adult learning, contains 16 papers examining the use of technology in adult learning programs in the context of major institutional and economic change. The following papers are included: "A View from Philadelphia: Fifty Years On" (Stephen McNair) with a French version, "Philadelphie: en avance de 50 ans"; "Australia--Learning Technologies in the Tourism Industry" (Ralph Leonard); "Canada--Technology in Adult Second Language Training" (Bernard Hart, Katherine Peart); "Denmark--The Country of the Classroom" (Lilla Voss); "France--Telelangues Distance Learning for Language Teachers: A Distance-Training Programme for Language Teachers Using Authentic Audio-visual Materials"; "Germany--Multimedia Systems in Corporate Training" (Peter Schenkel); "Italy--An 'Inform-active' Learning Environment" (Graziella Tonfoni); "Japan--Technology and Higher Education" (Akemi Kawafuchi); "Korea--Multimedia in Company Training" (Beyong-Gil Sohn, Young-Sun Yang); "Netherlands--Networks and Materials" (P. A. Kirschner et al.); "New Zealand--Technology and Deregulation" (Tom Prebble); "Norway--An Electronic College" (Morten Flate Paulsen, Torstein Rekkedal); "Spain--Education in Rural Communities" (Elena Veiguela Martinez, Carlos San Jose Villacorta); "Switzerland--Learning Technologies in Companies" (Alan McCluske); and "United Kingdom--Technology for Adult Learning" (Eddie Brittain). (MN)

ED 408 444 CE 074 230

Bertrand, Olivier
Assessing and Certifying Occupational Skills and Competencies in Vocational Education and Training.
PUB DATE- 96

chap::er:: tha:: c er the::e t pΛc::: managemen::, learnΛng, and the managemen:: f learnΛng; ge::::Λng t grΛp:: Λ::h s::aff de el pmen::; dΛagn ::Λng need:: and rec gnΛΛΛng pp r::¥nΛ::Λe::; c nfΛrmΛng the need and c n::rac::Λng the ac::Λ n; u::Λng cl ::ed-cΛrc¥Λ:: tele Λ::Λ n; c llab ra::Λng Λ::h ::her::; and re Λe Λng, e al¥a::Λng, and maΛn::aΛnΛng m men::¥m. The sec nd par::, hΛch make:: up the b¥lk f the b k, c n::aΛn:: 35 ac::Λ Λ::Λe:: f r rkΛng Λ::h gr ¥p:: t achΛe e change. The ac::Λ Λ::Λe:: incl¥de c mple::e pr ced¥re:: f r h   t carrQ them ¥::, tΛme req¥Λred, re:: ¥rce:: needed, ha:: theQ are s¥Λ::able f r, and e¤pec::ed benefΛ::::. S me f the t pΛc:: f the ac::Λ Λ::Λe:: incl¥de the f ll Λng: raΛ::Λng mQ a arene:::: f me; impr Λng mQ lΛ::::enΛng; erc mΛng re::Λ::::ance t sΛ::¥a::Λ n:: I a Λd; ΛdenΛng mQ s¥pp r:: ne:: rk; red¥cΛng harmf¥l s::re::::; dΛ::c erΛng ne   aQ:: t learn; in::r d¥cΛng ne pa::::ern:: f   rk; emp erΛng ::her::; and takΛng a rΛ::k. (KC)

ED 408 463 CE 074 261

Pr prΛe::arQ Sch l::. P rer S::¥den:: O¥::c me:: a:: Sch l:: Tha:: RelQ M re n Federal S::¥den:: AΛd. Rep r:: t the ChaΛrman, S¥bc mmΛ::::ee n H¥man Re:: ¥rce::, C mmΛ::::ee n G ernmen:: Ref rm and O er::Λgh::, H ¥::e f Repre::en::a::Λ e::.

PUB DATE- J¥n 97

NOTE- 39p.; F r a rela::ed d c¥men::, see CE 074 262.

LANGUAGE- EnglΛ::h

EDRS PrΛce- MF01/PC02 Pl¥:: P ::::age.

PUB TYPE- Rep r:::: - E al¥a::Λ e/Fea::ΛbΛlΛ::Q (142)

DESCRIPTORS- C mpara::Λ e AnalQ::Λ::; C rrela::Λ n; Ed¥ca::Λ n W rk Rela::Λ n::hΛp; *Federal AΛd; *FΛnancΛal S¥pp r::; *O¥::c me:: f Ed¥ca::Λ n; P ::::::ec ndarQ Ed¥ca::Λ n; *Pr prΛe::arQ Sch l::; Regre::::Λ n (S::a::Λ::::Λc::); *Sch l Effec::Λ ene::::; *S::¥den:: FΛnancΛal AΛd; S::¥den:: Placemen::; Table:: (Da::a)

IDENTIFIERS- *HΛgher Ed¥ca::Λ n Ac:: TΛ::le IV

The General Acc ¥n::Λng OffΛce e¤amΛned the rela::Λ n::hΛp be:: een pr prΛe::arQ sch l::' perf rmance and theΛr relΛance n f¥nd:: pr Λded under TΛ::le IV f the HΛgher Ed¥ca::Λ n Ac::. Da::a ere c llec::ed thr ¥gh a c nfΛden::Λal maΛl s¥r eQ f sch l:: fr m the fΛ e pr prΛe::arQ sch l accredΛ::Λng agencΛe::. Re::p n::e:: ere b::aΛned fr m 1,181 (77%) f the 1,543 sch l:: in the adj¥::::ed s¥r eQ sample. The sch l::' relΛance n TΛ::le IV f¥nd:: and s::¥den:: ¥::c me:: ere analQΛed thr ¥gh c rrela::Λ n, regre::::Λ n, and lΛmΛ::a::Λ n:: analQ::e::. I:: a:: dΛ::c ered tha:: pr prΛe::arQ sch l:: tha:: relΛed m re hea ΛlQ n TΛ::le IV f¥nd:: tended t ha e p rer s::¥den:: ¥::c me::. On a erage, the hΛgher a sch l'::: relΛance n TΛ::le IV, the l er i:::: s::¥den::::' c mple::Λ n and placemen:: ra::e::, and the hΛgher i:::: s::¥den::::' l an defa¥l:: ra::e::. Al::h ¥gh relΛance n TΛ::le IV a:: a sΛgnΛfΛcan:: fac:: r in e¤plaΛnΛng c mple::Λ n and defa¥l:: ra::e::, i:: a:: n :: sΛgnΛfΛcan:: in e¤plaΛnΛng placemen:: ra::e::. I:: a:: c ncl¥ded tha:: req¥ΛrΛng pr prΛe::arQ sch l:: t   b::aΛn a hΛgher percen::age f theΛr re en¥e:: fr m n n-TΛ::le IV s ¥rce:: c ¥ld sa e mΛllΛ n:: in defa¥l:: claΛm:: b¥:: mΛgh:: re::¥l:: in fe er l -inc me s::¥den:::: beΛng admΛ::::ed t pr prΛe::arQ sch l::. (Appended are inf rma::Λ n n the s::¥dQ':: bjec::Λ e, sc pe, and me::h d l gQ and de::aΛled re::¥l:::: f the s::a::Λ::::Λcal analQ::e::. Se en::een table::/fΛg¥re:: are incl¥ded.) (MN)

ED 408 464 CE 074 262

Pr prΛe::arQ Sch l::. MΛllΛ n:: Spen:: T TraΛn S::¥den:::: f r O er::¥pplΛed Occ¥pa::Λ n::. Rep r:: t the ChaΛrman, S¥bc mmΛ::::ee n H¥man Re:: ¥rce::, C mmΛ::::ee n G ernmen:: Ref rm and O er::Λgh::, H ¥::e f Repre::en::a::Λ e::.

White, Darcelle D.
Legal Concepts Study Guide. A Self-Paced Study Guide To Assist with Student Preparation for Terminology Section - Legal Concepts Competitive Event, Business Professionals of America Competition. Competitive Event No. 31.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Office of Career and Technical Education.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Definitions; *Law Related Education; Laws; Learning Activities; *Legal Assistants; Legal Problems; *Office Occupations Education; Secondary Education; *Vocabulary
IDENTIFIERS- *Business Professionals of America; *Legal Vocabulary

This study guide is designed to assist students in preparing for the legal terminology portion of the Business Professionals of America Legal Concepts Competitive Event. The guide can also be used by secondary students who are being introduced to basic legal concepts. The guide provides materials to help students to learn the definitions of legal terminology and to learn how issues surrounding that terminology might arise in a law office setting. The materials create a scenario of a fictitious company and its relationship with its lawyers, and include typical documents that might be used, with explanations of the terms as they are encountered. (The guide's definitions for most of the legal terminology are not traditional but were created in everyday language that all students can understand.) Contains 10 references. (KC)

ED 408 483 CE 074 286

Business Services and Technology. Advanced Finance Instructional Guide.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Office of Career and Technical Education.
PUB DATE- 97
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Banking; Credit (Finance); Economics; *Finance Occupations; Financial Policy; *Financial Services; High Schools; Investment; Lesson Plans; Loan Repayment; Mathematical Applications; *Money Management; Unemployment
IDENTIFIERS- Stock Market

This guide contains 15 lesson plans on financial topics for high school students. The lessons cover the following: (1) securities in the U.S. economy; (2) careers in finance; (3) commercial banking interest rates; (4) understanding financial statements; (5) newspaper stock tables; (6) financial institution operations; (7) foundation skills--mathematics; (8) service technology; (9) all-purpose teller; (10) supervision; (11) Wall Street and the Internet; (12) money and financial institutions; (13) inflation and unemployment; (14) foreign exchange and international finance; and (15) budgeting. Lesson plans consist of some or all of these components: performance objectives, introduction, vocabulary, student preparation; methods and procedures, lecture notes or presentation outline, activities, closure, and tests. (KC) c mprehen⁑Λ e traΛnΛng pr gram de⁑Λgned t gΛ e p lΛce ffΛcer⁑ a rkΛng kn ledge and under⁑⁑andΛng f h t in⁑erac⁑ hΛle in the lΛne f dᏇ⁑Q Λ⁑h per⁑ n⁑ h ha e dΛ⁑abΛlΛ⁑Λe⁑. De⁑Λgned f r ne 8-h Ꮃr se⁑⁑Λ n, the ma⁑erΛal i⁑ rganΛΛed in⁑ sΛ¤ maj r sec⁑Λ n⁑: (1) an er Λe f de el pmen⁑al dΛ⁑abΛlΛ⁑Λe⁑ (DD); (2) men⁑al re⁑arda⁑Λ n; (3) aᏇ⁑Λ⁑m; (4) cerebral pal⁑Q; (5) epΛlep⁑Q; and (6) hearΛng impaΛrmen⁑⁑. Each sec⁑Λ n i⁑ de⁑Λgned t mee⁑ the specΛfΛc bjec⁑Λ e⁑ f a⁑⁑Λ⁑⁑Λng Λ⁑h iden⁑ΛfΛca⁑Λ n f and c mmᏇnΛca⁑Λ n Λ⁑h per⁑ n⁑ Λ⁑h DD. Each sec⁑Λ n inclᏇde⁑ perf rmance and enablΛng bjec⁑Λ e⁑, lec⁑Ꮃre ma⁑erΛal, and sᏇgge⁑⁑ed ac⁑Λ Λ⁑Λe⁑. All tran⁑parencQ ma⁑⁑er⁑ are f Ꮃnd a⁑ the end f the gᏇΛde. The fΛr⁑⁑ learnΛng gᏇΛde i⁑ de⁑Λgned a⁑ a traΛn-⁑he-⁑raΛner gᏇΛde. DΛ Λded in⁑ ta⁑k⁑, the gᏇΛde pr Λde⁑ f r each ta⁑k the⁑e ma⁑erΛal⁑: in⁑r dᏇc⁑Λ n; perf rmance and enablΛng bjec⁑Λ e⁑; prereqᏇΛ⁑Λ⁑e⁑; check lΛ⁑⁑; keQ p Λn⁑⁑; self-check Λ⁑h an⁑ er keQ; learnΛng e⁑perΛence⁑, inclᏇdΛng r le plaQΛng; and perf rmance te⁑⁑. The sec nd learnΛng gᏇΛde i⁑ de⁑Λgned a⁑ a hand Ꮃ⁑ f r the ad anced ffΛcer'⁑ traΛnΛng. F r each t pΛc, the⁑e ma⁑erΛal⁑ are pr Λded: bjec⁑Λ e⁑, inf rma⁑Λ n, and sᏇgge⁑⁑ed ac⁑Λ Λ⁑Q. A qᏇΛΛ i⁑ appended. C n⁑aΛn⁑ 23 reference⁑. (YLB)

ED 408 504 CE 074 332

TaQl r, SᏇ⁑an DQer
EdᏇca⁑Λ n Λ⁑hΛn C rrec⁑Λ n⁑: A S⁑ᏇdQ Per⁑Λnen⁑ t CᏇmberland C Ꮃn⁑Q.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- EnglΛ⁑h
EDRS PrΛce- MF01/PC02 PlᏇ⁑ P ⁑⁑age.
PUB TYPE- Rep r⁑⁑ - Re⁑earch/TechnΛcal (143)
DESCRIPTORS- AdᏇl⁑ Ba⁑Λc EdᏇca⁑Λ n; AdᏇl⁑ LΛ⁑eracQ; *EdᏇca⁑Λ nal A⁑⁑aΛnmen⁑; *EdᏇca⁑Λ nal Need⁑; HΛgh Sch l EqᏇΛ alencQ Pr gram⁑; LearnΛng DΛ⁑abΛlΛ⁑Λe⁑; *PrΛ⁑ ner⁑
IDENTIFIERS- *MaΛne (CᏇmberland C Ꮃn⁑Q); Na⁑Λ nal AdᏇl⁑ LΛ⁑eracQ SᏇr eQ (NCES)

A s⁑ᏇdQ in e⁑⁑Λga⁑ed the edᏇca⁑Λ nal le el⁑ f 196 inma⁑e⁑ (85 percen⁑ male, m ⁑⁑ CaᏇca⁑Λan, 5 e⁑hnΛc gr Ꮃp⁑ repre⁑en⁑ed) f the CᏇmberland C Ꮃn⁑Q JaΛl (CCJ) in P r⁑land, MaΛne, u⁑Λng a self-percep⁑Λ n in⁑⁑rᏇmen⁑ and the re⁑Ꮃl⁑⁑ f the Te⁑⁑⁑ f ApplΛed LΛ⁑eracQ SkΛll⁑. Inf rma⁑Λ n a⁑ b⁑aΛned regardΛng gender, age, recΛdΛ Λ⁑m, hΛghe⁑⁑ le el f edᏇca⁑Λ nal a⁑⁑aΛnmen⁑, specΛal edᏇca⁑Λ n ser Λce⁑ receΛ ed and perceΛ ed, and in⁑en⁑ t pᏇr⁑Ꮃe a General EdᏇca⁑Λ nal De el pmen⁑ (GED) dΛpl ma. In addΛ⁑Λ n, inf rma⁑Λ n ab Ꮃ⁑ h thΛ⁑ p pᏇla⁑Λ n perf rmed in a te⁑⁑ a⁑ c mpared t tha⁑ f the na⁑Λ nal prΛ⁑ n p pᏇla⁑Λ n rep r⁑ed in the Na⁑Λ nal AdᏇl⁑ LΛ⁑eracQ SᏇr eQ (NALS). The re⁑Ꮃl⁑⁑ dem n⁑⁑ra⁑e tha⁑, al⁑h Ꮃgh CCJ inma⁑e⁑ u⁑ᏇallQ ra⁑ed theΛr abΛlΛ⁑Λe⁑ a⁑ hΛgh and theQ perf rmed a⁑ ell a⁑ r be⁑⁑er than na⁑Λ nal le el⁑ f r incarcera⁑ed p pᏇla⁑Λ n⁑, theQ dΛd n ⁑ dem n⁑⁑ra⁑e pr fΛcΛencQ le el⁑ tha⁑ Ꮃld enable them t achΛe e grea⁑er s cΛal r ec n mΛc sᏇcce⁑⁑. M re than ne-f Ꮃr⁑h f the sample rep r⁑ed kn n learnΛng dΛ⁑abΛlΛ⁑Λe⁑ r dΛffΛcᏇl⁑Λe⁑. Al⁑h Ꮃgh nearlQ ne-thΛrd indΛca⁑ed tha⁑ theQ Ꮃld lΛke t pᏇr⁑Ꮃe a GED, m ⁑⁑ f th ⁑e inma⁑e⁑ saΛd theQ Ꮃld need tᏇ⁑ rΛal r remedΛal ser Λce⁑ fΛr⁑⁑. (The ⁑⁑ᏇdQ rep r⁑ c n⁑aΛn⁑ 15 reference⁑, the sᏇr eQ in⁑⁑rᏇmen⁑, 3 table⁑ and 8 fΛgᏇre⁑ illᏇ⁑⁑ra⁑Λng sᏇr eQ re⁑Ꮃl⁑⁑, and t fΛgᏇre⁑ pr ΛdΛng inf rma⁑Λ n n the NALS.) (AᏇ⁑h r/KC)

ED 408 505 CE 074 334

describes each strategy and its relevance for academic advising. The handbook can meet the objectives of a high-quality advising program. Also, a well-designed handbook can serve as the main element of a marketing plan for the psychology major. This handbook improves on other similar plans (e.g., Gielen, 1987) by: (1) presenting a clearer rationale; (2) explaining how a handbook will help students; and (3) applying cognitive psychology to the handbook's design and use. (Author)

ED 408 523 CG 027 767

Kopala, Mary; And Others
Dissertation Research in Counseling Psychology: Topics, Methods, and Qualitative Training.
PUB DATE- 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Psychology; *Counselor Training; *Doctoral Dissertations; Graduate Students; Higher Education; Professional Education; *Qualitative Research; Research Design; *Research Methodology; Research Tools; Social Science Research

Findings from a survey that examined the vast scope of research training in counseling psychology programs and topical areas that are addressed in dissertation research are presented in this paper. The questionnaire included both open- and closed-ended questions and were completed by 166 recent graduates of doctoral programs in counseling psychology. Results indicate that correlational, survey, and experimental methods were frequently used. The use of qualitative methods in counseling psychology training seemed to be growing in popularity, although training in qualitative methods remains uneven, with 62% of respondents reporting that qualitative methods were covered in their training programs. Findings also indicate that the profession of counseling psychology is shifting away from its roots in career counseling and developmental needs of individuals and is embracing other areas. This has given rise to an increasingly diverse range of topics of research, including specific populations, psychopathology, career issues, professional issues, instrument development, outcome studies, counseling process, and ethical issues. (RJM)

ED 408 524 CG 027 769

Forsyth, G. Alfred; And Others
Heuristics for Improving the Interpretation of Research Reports.
PUB DATE- Aug 96
NOTE- 29p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996). For related document, see CG 027 770.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Data Interpretation; Evaluation Methods; Evaluation Needs; *Evaluation Research; *Evaluative Thinking; *Heuristics; Higher Education; *Interpretive Skills; Professional Education; Research Skills; Statistical Analysis;

statistics, predicting violence, violence and gender, origins of violence, preventing violence, responding to violence, violence in relationships, and effective communication. Presenter notes, which offer guidance on facilitating the lessons, appear at the end of each module. Includes 20 worksheets and examples for 16 overhead transparencies. (RJM)

ED 408 542 CG 027 816

Fiester, Leila; Nathanson, Sara
Healing Fractured Lives: How Three School-Based Projects Approach Violence Prevention and Mental Health Care.
PUB DATE- 96
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Case Studies; *Mental Health; *Prevention; Program Descriptions; Pupil Personnel Services; *School Community Programs; School Community Relationship; School Security; Secondary Education; Secondary School Students; Student Needs; Victims of Crime; *Violence
IDENTIFIERS- School Based Services

Many health and education practitioners agree that school-based violence prevention services can counteract the negative effects of violence by offering children access to mental health care. The lessons learned at three sites that implemented such programs in various schools are reported here. Although the sample of sites was small and diverse, certain tentative findings, which influence planning, designing, implementing, and sustaining school-based violence prevention programs, are offered. The sites included: (1) E. A. Hawse Center in rural Baker, West Virginia; (2) Baltimore Medical Systems, Inc., in Baltimore, Maryland; and (3) Northeast Valley Health Corporation in San Fernando, California. The report and attached case studies present insights based on each site's understanding of the issues, strategies, obstacles, and solutions involved in providing school-based mental health/violence prevention services. This is not an evaluation of the projects, but is a compilation of lessons learned. In section 1, key features of school-based mental health/violence prevention projects are discussed. Some of these features include the role of community and school contexts, activities and services that support violence prevention and mental health, and securing adequate space and an appropriate location for services. Section 2 concentrates on program administration with an emphasis on key roles, responsibilities, and relationships. Some of the findings discussed here concentrate on management and organization structure, staff background, mental health care, and coordinating school and mental health practices. Financing, assessment, and accountability are addressed in the next section with emphasis on funding, self assessment, and evidence of success. The last section offers recommendations from the field. Three case studies are included. (RJM)

ED 408 543 CG 027 817

Veitch, Jennifer A.; Newsham, Guy R.
Determinants of Lighting Quality II: Research and Recommendations.
PUB DATE- 12 Aug 96
NOTE- 58p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada,

(Students); Grade 9; High Schools; Listening; Parent Participation; *Reading Strategies; Secondary Education; Speech Communication; State Curriculum Guides; *Study Skills; Vocabulary Development; Writing (Composition)
IDENTIFIERS- *Idaho

Delineating the content that must be covered in the secondary schools of the State of Idaho, this guide presents a course of study to be taught in grades 9-12 for graduation credit. Although educators sometimes use the terms interchangeably, the course of study in the guide is not an instructional or curriculum guide--it prescribes what is to be taught; defines the subjects in terms of purpose, definition, student goals and objectives; and can be changed only by action of the State Board of Education. The guide begins by defining the terms "successful reader," "study strategies," and "effective teaching of reading." The guide then presents position statements on assessment, content and reading teacher collaboration, diversity, instructional materials, listening, parent/community involvement, speaking, viewing, vocabulary, and writing. The guide next presents five goals and associated objectives for the reading and study strategies course. Appendixes present a survey instrument for content area teachers, an 18-item list of professional terms and selection tools, and documents related to "setting up" of the course. (RS)

ED 408 561 CS 012 837

IST/KSRA Draft Proposal: Reading Assessment Instrumentation.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; Performance Based Assessment; *Reading Achievement; *Reading Tests; Teaching Guides; *Test Construction; Test Format
IDENTIFIERS- Alternative Assessment; Authentic Assessment; Pennsylvania; Student Centered Assessment

Bringing structure to the reading assessment process, this paper presents a draft proposal of an assessment structure which practitioners can follow, one which can be applied systematically within the Instructional Support Team process across Pennsylvania. After some background information, the paper briefly discusses features of effective reading assessment, suggesting that effective reading assessment needs to be continuous, multidimensional, authentic, student centered, and performance based. The paper then presents an evaluation form for reading assessment domains. It next discusses 14 points to remember or clarify in developing the instrumentation. The paper then outlines the 3 steps of the proposed instrumentation (entry, selecting materials, and sampling). A description of how to compile running records of students' reading processes is attached. (RS)

ED 408 562 CS 012 841

Beck, Isabel L.; And Others
Questioning the Author: An Approach for Enhancing Student Engagement with Text.
PUB DATE- 97
NOTE- 131p.

IDENTIFIERS- *C mp ::Λ::Λ n LΛ::era::¥re Rela::Λ n::hΛp; Ed¥ca::Λ nal I::::¥e::; *JardΛne (Ge rge)

The pre::::¥re t ge:: s::¥den:::: t rΛ::e effec::Λ elQ and t thΛnk crΛ::ΛcallQ, and the r le tha:: lΛ::era::¥re plaQ:: in thΛ:: ta::k, i:: a rec¥rrΛng i::::¥e in the hΛ:::: rQ f EnglΛ::h in::::r¥c::Λ n. In par::, thΛ:: deba::e s::em:: fr m c n::radΛc:: rQ phΛl :: phΛe:: f the g al:: f an in::r d¥c:: rQ rΛ::Λng cla:::: held bQ b ::h rΛ::Λng pr gram admΛnΛ::::ra:: r:: and c mp ::Λ::Λ n teacher:: them::el e::. One pr blem in the c¥rren:: deba::e er the r le f lΛ::era::¥re in c mp ::Λ::Λ n in::::r¥c::Λ n s::em:: fr m ha Λng neglec::ed t search f r hΛ:::: rΛcal s l¥::Λ n:: t m dern pr blem::. O er 200 Qear:: ag , a pedag gΛcal plan a:: de::Λgned bQ Ge rge JardΛne, Pr fe:::: r f L gΛc and PhΛl :: phQ, UnΛ er::Λ::Q f Gla::g , Sc ::land (1774-1824) f r in::egra::Λng c mp ::Λ::Λ n and the s::¥dQ f EnglΛ::h lΛ::era::¥re. JardΛne de el ped hΛ:: the rΛe:: ¥:: f hΛ:: n b::er a::Λ n:: ab ¥:: h s::¥den:::: learn. HΛ:: plan enc ¥rage:: s::¥den:::: t thΛnk crΛ::ΛcallQ and t rΛ::e ell in theΛr ::her cla::::e::. JardΛne':: cla::::e:: incl¥ded daΛlQ free rΛ::Λng e¤ercΛ::e::, seq¥enced e::::aQ a::::Λgnmen::::, peer e al¥a::Λ n, and the s::¥dQ f lΛ::era::¥re m del:: t facΛlΛ::a::e the de el pmen:: f c mm¥nΛca::Λ n skΛll::, helpΛng s::¥den:::: t f¥nc::Λ n in and c n::rΛb¥::e t s cΛe::Q. Unf r::¥na::elQ, the ren¥ncΛa::Λ n f 19::h-cen::¥rQ ed¥ca::Λ nal the rΛe:: and prac::Λce:: in Sc ::land crea::ed a gap in the sch lar::hΛp f the hΛ:::: rQ f rhe:: rΛc, s tha:: JardΛne i:: n :: ell kn n. And i:: i:: bQ s::¥dQΛng hΛ:::: rΛcal s l¥::Λ n:: t m dern pr blem:: tha:: the re::Λcal dep::h and phΛl :: phΛcal bread::h i:: gΛ en t t daQ':: cla::::r m prac::Λce::. (C n::aΛn:: 29 reference::.) (CR)

ED 408 582 CS 215 849

Shafer, S¥::an
WrΛ::Λng Effec::Λ e Rep r:: Card C mmen::::.
PUB DATE- 97
NOTE- 65p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¥men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),G¥Λde::/Me::h d::/TechnΛq¥e:: (F r Prac::Λ::Λ ner::) - N n-Cla::::r m U::e (F r AdmΛnΛ::::ra::Λ e and S¥pp r:: S::aff, and f r Teacher::, Paren::::, ClergQ, e::c. in N n-Cla::::r m sΛ::¥a::Λ n::) (055)
DESCRIPTORS- AcademΛc AchΛe emen::; *AcademΛc Rec rd::; *AchΛe emen:: Ra::Λng; A¥dΛence A arene::::; Elemen::arQ Sec ndarQ Ed¥ca::Λ n; Grade:: (Sch la::::Λc); Paren:: Teacher C pera::Λ n; *Rep r:: Card::; *S::¥den:: E al¥a::Λ n; *Teacher Re::p n::e; Teacher Re::p n::ΛbΛlΛ::Q; Teacher R le; Teacher S::¥den:: Rela::Λ n::hΛp
IDENTIFIERS- *WrΛ::Λng C n::e::::

ThΛ:: b k ffer:: tΛme-::a Λng tΛp:: fr m teacher:: n rΛ::Λng effec::Λ e rep r:: card c mmen::::. The b k pre::en:::: the be:::: s::ra::egΛe::, tΛp::, and lΛ:::: f u::ef¥l phra::e:: tha:: enc ¥rage chΛldren and lΛ:::: rd:: t a Λd. I:: i:: a re:: ¥rce tha:: Λll all teacher:: t c llec:: a::::e::::men:: inf rma::Λ n ea::ΛlQ and t de::crΛbe s::¥den::::' perf rmance:: clearlQ and c n::::r¥c::Λ elQ. The b k al:: gΛ e:: c ncΛ::e ad Λce n h t pr mp:: paren:::: t s¥pp r:: learnΛng a:: h me. F ll Λng an in::r d¥c::Λ n, the b k':: chap::er:: are: (1) Rep r:: Card:: in the A::::e::::men:: Pr ce::::; (2) Teacher::' PhΛl :: phΛe:: ab ¥:: TeachΛng and KΛd::; (3) Me::h d:: f r A::::e::::Λng S::¥den::::; (4) TΛp:: f r WrΛ::Λng Rep r:: Card Narra::Λ e::; (5) W rd:: and Phra::e:: Tha:: W rk; (6) Wha:: D Paren:::: Wan:: ; (7) S::ra::egΛe:: f r Re:: l Λng P ::::Λble Pr blem::; and (8) G¥ΛdelΛne::, F rma::::, Sched¥le::, and TΛp::. C n::aΛn:: a bΛblΛ graphQ. (CR)

ED 408 583 CS 215 851

ED 408 601 CS 215 881

Applied English for the Workplace: A Course of Study.
PUB DATE- 91
NOTE- 47p.; For related documents, see CS 215 878-880, CS 012 836, and CS 509 533-534.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioner) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Basic Writing; Career Change; Communication Skills; Course Descriptions; Course Objectives; *English Instruction; Interpersonal Communication; *Job Skills; Organizational Communication; Secondary Education; State Curriculum Guides; *Workplace Literacy
IDENTIFIERS- *Idaho

Delineating the content that must be covered in the secondary schools of the State of Idaho, this guide presents a course of study for teaching English language arts for success in the workplace. Although educators sometimes use the terms interchangeably, the course of study in the guide is not an instructional or curriculum guide--it prescribes what is to be taught; defines the subject in terms of purpose, definition, student goals and objectives; and can be changed only by action of the State Board of Education. The guide begins with some background on the development of the Applied English for the Workplace course of study and a letter from the state administrator, which notes that Applied English in the Workplace counts as core English credit and meets the college entrance requirements for an English course. It then presents an introduction and course overview. The guide next presents the goals and associated course objectives for the 15 modules that comprise the course of study. The modules in the guide have been rearranged to provide a logical sequencing for building skill upon skill. Modules include communicating in the workplace; gathering and using information in the workplace; participating in groups; communicating to solve interpersonal conflicts; upgrading, retraining, and changing jobs; communicating with supervisors; writing and responding to requests; and improving the quality of communication. A list of tech-prep coordinators for teacher training, and a 140-item annotated bibliography of literature selections (nonfiction, poetry, fiction, short stories, and drama) are attached. (RS)

ED 408 602 CS 215 882

English 30: Diploma Examination Results--Examiners' Report for January 1997.
PUB DATE- Jan 97
NOTE- 9p.; For English 33 Diploma Examination Results, see CS 215 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Reader Response; *Reading Achievement; Reading Comprehension; Reading Tests; Secondary Education; *Writing Achievement; Writing Evaluation; Writing Tests
IDENTIFIERS- *Alberta; *Response to Literature

The summary information in this report provides teachers, school administrators, students, and the general public in Alberta, Canada with an overview of results from the January 1997 administration of the English 30 Diploma Examination. The

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Colleges; Debate; *Educational History; *Educational Practices; *Extracurricular Activities; Higher Education; Intellectual Development; Public Speaking; Student College Relationship; Student Development; Student Interests; Student Motivation; *Student Organizations; *Student Participation
IDENTIFIERS- Historical Background; *Literary Societies

When colleges were first organized in what would later become the United States, they were far different from those in existence today. Students matriculated, enrolled, and graduated in lock step through a prescribed 4-year curriculum. Colleges functioned not so much to encourage intellectual development as to foster moral piety. Topics and sides for students' orations were assigned, including the manner of argument. Students wishing to conduct research were allowed to do so during only the 1-2 hours per week that the facility was open to them. Students developed an outlet which enabled them to engage in intellectual pursuits of their own choosing through their own methods. College literary societies provided students with an outlet for debating, public address, dramatic, literary, journalistic, and governance energies, from the founding of Harvard's Spy Club in 1719 through the end of the 19th century (though their heyday was 1800-1875). Societies also provided a healthy competitive rivalry on campus, spurring members to greater effort than many displayed toward curricular pursuits. Important contributions of literary societies include curricular reform, especially in the area of debate and public address, student publications and student government, service-oriented circulating libraries, and intercollegiate debate and forensic programs. The popularity of literary societies shows that students will sometimes put forth an amazing effort to learn what they consider to be relevant. (Contains 15 references.) (CR)

ED 408 623 CS 509 511

Becker, Becky K.
Beyond the Popular and Politically Correct: Multicultural Education and the Reform of Theatre Pedagogy.
PUB DATE- Nov 96
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinion Papers/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Cognitive Style; Cultural Pluralism; *Curriculum Development; Educational Practices; Higher Education; Instructional Improvement; *Instructional Innovation; *Multicultural Education; Teaching Styles; *Theater Arts
IDENTIFIERS- Reform Efforts

Multicultural education is still a relatively new trend in the American system of higher education. As with any new pedagogy, there is a tendency to reduce the genuine possibility of educational reform to mere superficiality--good intentions lacking substance. Behind the "camouflage" of politically correct language and actions, individuals need not admit their attitudes of racism, sexism, and classism. In contrast, multiculturalism seeks to acknowledge such attitudes by providing a space where open dialogue and learning can occur.

and demand:: hAch f::en c nflAc:: A::h the ideal::, demand::, and vAe :: f ::her:: in the edŬca::A nal en::erprA::e. DAagn ::Ang c nflAc:: in a gA en sA::Ŭa::A n i:: the ba::A:: f r ch ::Ang an appr prAa::e managemen:: s::ra::egQ. There i:: n ne be::: aQ f managAng c nflAc::: in edŬca::A nal rganAAa::A n::. There are, h e er, a nŬmber f aQ::, each sŬA::ed t cArcŬm:::ance:: in a par::AcŬlar sA::Ŭa::A n. M ::: lA::era::Ŭre sŬgge::: the ba::Ac prAncAple in ch ::Ang a aQ f managAng c nflAc:: i:: t u::e the appr ach m ::: lAkelQ t mAnAmAAe de:::rŬc::A e a::pec::: and t ma¤AmAAe the pp r::ŬnA::Q f r rganAAa::A nal gr ::h and de el pmen::. T a verQ large e:::en::, leader::' c nflAc:: medAa::A n/managemen:: r le i:: ne f the m ::: c mm nlQ perf rmed, d Ang a grea:: deal f rk a:: unrela::ed pace, Qe::, ne er sŬre hen theQ ha e sŬcceeded, r hen theAr h le rganAAa::A n maQ c me d n ar Ŭnd them becaŬ::e f s me mA::calcŬla::A n f hAch theQ All ha e inA::Aa::ed an ::her c nflAc::. (C n::aAn:: 34 reference::.) (RS)

ED 408 643 CS 509 537

ChAldren':: FAlm Pr grammAng: A Handb k.
PUB DATE- 92
NOTE- 100p.; FŬndAng bQ the Ne Y rk S::a::e C ŬncAl f the Ar:::.
LANGUAGE- EnglA::h
EDRS PrAce- D cŬmen:: N :: A aAlable fr m EDRS.
PUB TYPE- GŬAde::/Me::h d::/TechnAqŬe:: (F r Prac::A::A ner::) - N n-Cla:::r m U::e (F r AdmAnA:::ra::A e and SŬpp r:: S::aff, and f r Teacher::, Paren:::, ClergQ, e::c. in N n-Cla:::r m sA::Ŭa::A n::) (055), Reference Ma::erAal:: - General (130)
DESCRIPTORS- *ChAldh d In::ere::::; ChAldren; Elemen::arQ Sec ndarQ EdŬca::A n; FamAlQ In l emen::; *FAlm::
IDENTIFIERS- *ChAldren:: FAlm::; E¤pre:::A e LearnAng; *FAlm Pr gramAng; FAlm VAe Ang

DArec::ed a:: the s::aff:: f ar:: in:::A::Ŭ::A n::, c mmŬnA::Q cen::er::, lAbrarAe::, hA::: rAcal s cAe::Ae::, and sch l::, thA:: prac::Acal gŬAde i:: in::ended t help in the selec::A n and u::e f fAlm:: f r chAldren. "FAlm," in thA:: handb k refer:: t 16mm fAlm:: pre::en::ed in pŬblAc screenAng::--n :: vAde ::ape ver::A n:: f fAlm::, and n :: ma::erAal rAgAnallQ pr dŬced in vAde f rm. The gŬAde c n::aAn:: clear and c ncA::e sŬgge:::A n:: fr m e¤per:: fAlm selec:: r:: and pr grammer:: n h t c n eQ the varAe::Q and crea::A A::Q f independen:: fAlm t Q Ŭng vAe er::. Chap::er:: in the gŬAde and theAr aŬ::h r:: are, a:: f ll ::: (1) Pr grammAng f r SpecAfAc Age Gr Ŭp:: (LAnda Ar::el); (2) FAlm and Ar:: Ac::A A::Ae:: f r ChAldren (Dara MeQer::-KAng::leQ); (3) U::Ang Independen:: FAlm A::h ChAldren (SŬ::an Le nard); (4) MŬl::AcŬl::Ŭral Pr grammAng f r ChAldren (MarlAna G nAaleA); (5) Pr grammAng E¤perAmen::al FAlm:: f r ChAldren (BAll Brand); (6) FAlm Selec::A n and Pr grammAng f r ChAldren in PŬblAc LAbrarAe:: (MarAlQn IarŬ:::); (7) Pr grammAng f r FamAlQ and C mmŬnA::Q In l emen:: (Ge rge K nder); (8) FAlm and MŬ::eŬm EdŬca::A n (MarAe He e:::); (9) W rkAng A::h DA:::rAbŬ:: r:: (Margare:: C per); (10) Se:::Ang up a FAlm ScreenAng R m (B b Br d::kQ and T nA Tread aQ); and (11) A FAlmhandler':: ChecklA::: (J hn KŬAper). A dArec:: rQ f fAlm dA:::rAbŬ:: r:: i:: a:::ached. (NKA)

ED 408 644 CS 509 539

Pla::ke, MarAlee J.
The Elemen::arQ Sch l PlaQ: Crea::A e E¤perAence:: f r S::age r VAde .
PUB DATE- 90
NOTE- 61p.
LANGUAGE- EnglA::h

calendars and its potential to aid capital costs in multitrack calendars. The handbook offers capital and operational cost studies for 11 school districts or education systems across the United States. It also provides a breakdown of costs incurred by the Oxnard School District for personnel, maintenance, custodial services, utilities, transportation, school lunch programs, materials and supplies, and mobile storage cabinets. Copies of articles about YRE from "Standard & Poors" and "Business Week" are included. (LMI)

ED 408 662 EA 028 384

Walker, Dean
Integrative Education: Empowering Students To Learn.
PUB DATE- Sep 96
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Educational Cooperation; Educational Innovation; Elementary Secondary Education; *Fused Curriculum; *Integrated Curriculum; *Student Empowerment; Teaching Methods; Unified Studies Curriculum

Integrative education, although organized around curriculum, also unites people and activities. This monograph explores the integration of people, activities, and subject matter as seen through the eyes of those who support and implement the meaning and processes of integrative education. In chapter 1, scholars and trainers in and out of academia offer expertise and experiences gained from their scholarly pursuits and action research in schools around the country. Chapter 2 identifies leadership and administrative tasks necessary to encourage and support integrative education. Teachers excited about implementing integrative education share their experiences in chapter 3. Finally, chapter 4 presents implications of and possibilities for policy on integrative education. Findings are based on interviews with a total of 11 educators--teachers, principals, professors of education, and staff-development or curriculum coordinators. A bulletin-in-brief on integrative education is included. (Contains 31 references and 1 table.) (LMI)

ED 408 663 EA 028 385

Companion Document: Cross-Cutting Guidance for the Elementary and Secondary Education Act.
PUB DATE- Sep 96
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; Access to Education; *Educational Objectives; Educational Planning; Elementary Secondary Education; *Federal Legislation; *Federal Programs; Federal Regulation; *Government School Relationship; *Partnerships in Education; School Restructuring
IDENTIFIERS- *Elementary Secondary Education Act

Among the most important funding resources for states and localities are the programs authorized by the Elementary and Secondary Education Act (ESEA). Amendments to the ESEA enacted

PUB DATE- Apr 97
NOTE- 142p.
LANGUAGE- EnglΛ⁑h
EDRS PrΛce- D cꝟmen⁑ N ⁑ A aΛlable fr m EDRS.
PUB TYPE- C llec⁑ed W rk⁑ - General (020),GꝟΛde⁑/Me⁑h d⁑/TechnΛqꝟe⁑ (F r Prac⁑Λ⁑Λ ner⁑) - N n-Cla⁑⁑r m U⁑e (F r AdmΛnΛ⁑⁑ra⁑Λ e and Sꝟpp r⁑ S⁑aff, and f r Teacher⁑, Paren⁑⁑, ClergQ, e⁑c. in N n-Cla⁑⁑r m sΛ⁑ꝟa⁑Λ n⁑) (055)
DESCRIPTORS- C mpen⁑a⁑Λ n (Remꝟnera⁑Λ n); C mplΛance (Legal); DΛ⁑mΛ⁑⁑al (Per⁑ nnel); Elemen⁑arQ Sec ndarQ Edꝟca⁑Λ n; E⁑hΛc⁑; *La Qer⁑; *Legal AΛd; *Legal Re⁑p n⁑ΛbΛlΛ⁑Q; *Per⁑ nnel Selec⁑Λ n; *Sch l La

ThΛ⁑ b k, an upda⁑ed pꝟblΛca⁑Λ n f the Na⁑Λ nal Sch l B ard⁑ A⁑⁑ cΛa⁑Λ n C ꝟncΛl f Sch l A⁑⁑ rneQ⁑, i⁑ de⁑Λgned t help sch l b ard member⁑ and admΛnΛ⁑⁑ra⁑ r⁑ effec⁑Λ elQ b⁑aΛn and rk Λ⁑h a c mpe⁑en⁑ sch l la Qer. F ll Λng the f reñ rd bQ BenjamΛn J. Ferrara, c n⁑en⁑⁑ inclꝟde the f ll Λng ar⁑Λcle⁑: (1) "De el pmen⁑ f the Sch l A⁑⁑ rneQ'⁑ R le: H We G ⁑ Where We Are" (BenjamΛn J. Ferrara); (2) "In⁑Λde r Oꝟ⁑⁑Λde C n⁑Λdera⁑Λ n⁑ in the DecΛ⁑Λ n t Empl Q In-H ꝟ⁑e r Re⁑aΛn Oꝟ⁑⁑Λde C ꝟn⁑el" (Pa⁑rΛcΛa J. WhΛ⁑⁑en); (3) "Selec⁑Λ n, Recrꝟ⁑Λ⁑men⁑ and Re⁑en⁑Λ n f Sch l DΛ⁑⁑rΛc⁑ Legal C ꝟn⁑el" (MelanΛe GꝟrleQ KeeneQ and Pe⁑er G. Yelk ac); (4) "A⁑⁑ rneQ Fee S⁑rꝟc⁑ꝟre⁑" (MelanΛe GꝟrleQ KeeneQ and NancQ Fredman Kren⁑); (5) "W rkΛng Effec⁑Λ elQ Λ⁑h a Sch l A⁑⁑ rneQ: S me Prac⁑Λcal Sꝟgge⁑⁑Λ n⁑" (BenjamΛn J. Ferrara); (6) "Wha⁑ t E⁑pec⁑ f a Sch l A⁑⁑ rneQ" (Edgar H. BΛ⁑⁑le); (7) "The R le f the Sch l A⁑⁑ rneQ in P lΛcQ Ma⁑⁑er⁑" (Ralph D. S⁑ern); (8) "HΛ⁑⁑ rΛcal E lꝟ⁑Λ n and M dern Fꝟnc⁑Λ n f B nd C ꝟn⁑el" (Na⁑Λ nal A⁑⁑ cΛa⁑Λ n f B nd La Qer⁑); (9) "The Sch l A⁑⁑ rneQ a⁑ a Pre en⁑Λ e La Prac⁑Λ⁑Λ ner" (Margare⁑ A. ChΛde⁑⁑er and BenjamΛn J. Ferrara); (10) "I⁑⁑ꝟe⁑ f r Sch l DΛ⁑⁑rΛc⁑⁑ When Repre⁑en⁑ed bQ In⁑ꝟrance C ꝟn⁑el" (NancQ Fredman Kren⁑ and GarQ R. Thꝟne); (11) "Legal E⁑hΛc⁑: S me Imp r⁑an⁑ A⁑pec⁑⁑ f the A⁑⁑ rneQ-ClΛen⁑ Rela⁑Λ n⁑hΛp" (NancQ Fredman Kren⁑); and (12) "E alꝟa⁑Λ n and TermΛna⁑Λ n f Sch l DΛ⁑⁑rΛc⁑ C ꝟn⁑el" (Margare⁑ A. ChΛde⁑⁑er). AppendΛce⁑ inclꝟde sample p lΛcΛe⁑, j b de⁑crΛp⁑Λ n⁑, an engagemen⁑ le⁑⁑er, a c n⁑rac⁑ f r specΛal c ꝟn⁑el, and an e alꝟa⁑Λ n f rm. (LMI)

ED 408 682 EA 028 413

Legal Handb k n Sch l A⁑hle⁑Λc⁑.
PUB DATE- Mar 97
NOTE- 120p.
LANGUAGE- EnglΛ⁑h
EDRS PrΛce- D cꝟmen⁑ N ⁑ A aΛlable fr m EDRS.
PUB TYPE- C llec⁑ed W rk⁑ - General (020),GꝟΛde⁑/Me⁑h d⁑/TechnΛqꝟe⁑ (F r Prac⁑Λ⁑Λ ner⁑) - N n-Cla⁑⁑r m U⁑e (F r AdmΛnΛ⁑⁑ra⁑Λ e and Sꝟpp r⁑ S⁑aff, and f r Teacher⁑, Paren⁑⁑, ClergQ, e⁑c. in N n-Cla⁑⁑r m sΛ⁑ꝟa⁑Λ n⁑) (055)
DESCRIPTORS- *A⁑hle⁑Λc⁑; *C mplΛance (Legal); C ꝟr⁑ LΛ⁑Λga⁑Λ n; DΛ⁑cΛplΛne P lΛcQ; Drꝟg U⁑e Te⁑⁑Λng; Dꝟe Pr ce⁑⁑; Elemen⁑arQ Sec ndarQ Edꝟca⁑Λ n; ElΛgΛbΛlΛ⁑Q; Eqꝟal Pr ⁑ec⁑Λ n; Federal LegΛ⁑la⁑Λ n; In⁑ꝟrance; *Legal Pr blem⁑; *Legal Re⁑p n⁑ΛbΛlΛ⁑Q; PrΛ a⁑e Sch l⁑; PꝟblΛc Sch l⁑; Sch l La ; S⁑a⁑e Chꝟrch Separa⁑Λ n; *S⁑ꝟden⁑ RΛgh⁑⁑

In a recen⁑ pΛnΛ n the Sꝟpreme C ꝟr⁑ f the UnΛ⁑ed S⁑a⁑e⁑ rec gnΛΛed tha⁑ f r manQ c mmꝟnΛ⁑Λe⁑ "⁑ch l sp r⁑⁑ plaQ a pr mΛnen⁑ r le." Wha⁑e er pꝟrp ⁑e theQ ser e, sch l sp r⁑⁑ al⁑ raΛ⁑e a nꝟmber f legal i⁑⁑ꝟe⁑ tha⁑ a sch l dΛ⁑⁑rΛc⁑ mꝟ⁑⁑ carefꝟllQ handle in rder t pera⁑e i⁑⁑ a⁑hle⁑Λc⁑ pr gram Λ⁑h

Using the Lessons of Organizational Change and Previous School Reforms To Predict Innovation Outcomes: Should We Expect more from TQM
PUB DATE- Mar 97
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Quality; Elementary Secondary Education; *Organizational Change; *Organizational Development; Program Implementation; *School Restructuring; *Total Quality Management
IDENTIFIERS- *Deming (W Edwards)

Can Total Quality Management (TQM) improve the performance of school systems in meaningful ways? This paper evaluates the soundness of TQM as an improvement program for education by comparing its philosophy and prescriptions with the mounting theoretical and empirical evidence on introducing and sustaining large-scale organizational change and more specifically, school reform. Following a brief introduction to the fundamental tenets of TQM, the paradigm is systematically compared with the common themes of the organizational change and school reform literature. Among the strengths noted for TQM as a school-improvement program are its focus on studying and evaluating processes, data-based decision making, systems thinking, and continuous learning and development for all staff. TQM's potential weaknesses (common to many reform efforts) include insufficient attention to the political nature of schooling, the difficulty of defining education's "customers," the difficulty of changing an existing culture, and insufficient time and money. The paper concludes by discussing a number of areas for future theoretical and empirical research on TQM as an educational improvement program. Twelve tables are included. (Contains 52 references.) (LMI)

ED 408 701 EA 028 441

Meyers, Joel; And Others
Making Connections in School Reform: An Examination of Communication Strategies.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Diffusion (Communication); *Educational Change; Elementary Secondary Education; *Information Dissemination; Intergroup Relations; *Organizational Communication; *Participative Decision Making; School Restructuring; Systems Approach

Many recent educational reform efforts are based on the active involvement of administrators, educators, parents, and community members, all stakeholders in decision making. This paper presents findings of a study that investigated communication strategies used by shared decision-making teams

managemen∷ technΛq%e∷. Each paper c n∷aΛn∷ reference∷. (CR)

ED 408 719 EC 305 589

Pr jec∷ S%cce∷∷ EnrΛchmen∷: Lang%age Ar∷∷ Man%al. Sh r∷ S∷ rQ UnΛ∷.
PUB DATE- 96
NOTE- 105p.; F r rela∷ed d c%men∷∷ n ∷her t pΛc∷ in the same pr jec∷, see ED 404 794 and EC 305 590-592.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- D c%men∷ N ∷ A aΛlable fr m EDRS.
PUB TYPE- B k∷ (010),G%Λde∷/Me∷h d∷/TechnΛq%e∷ (F r Prac∷Λ∷Λ ner∷) - Cla∷∷r m U∷e - TeachΛng G%Λde∷ (F r Teacher) (052)
DESCRIPTORS- BΛ graphΛe∷; ChΛldren∷ LΛ∷era∷%re; C gnΛ∷Λ e De el pmen∷; *Crea∷Λ e WrΛ∷Λng; *C%rrΛc%l%m; Elemen∷arQ Ed%ca∷Λ n; EnrΛchmen∷ Ac∷Λ Λ∷Λe∷; FΛc∷Λ n; *GΛf∷ed; *Lang%age Ar∷∷; Le∷∷ n Plan∷; LΛ∷era∷%re ApprecΛa∷Λ n; *Sh r∷ S∷ rΛe∷; S∷ rQ Grammar; S∷%den∷ Ed%ca∷Λ nal Objec∷Λ e∷; TeachΛng M del∷; WrΛ∷Λng (C mp ∷Λ∷Λ n); *WrΛ∷Λng In∷∷r%c∷Λ n

ThΛ∷ man%al Λ∷ in∷ended f r teacher∷ u∷Λng the Pr jec∷ S%cce∷∷ EnrΛchmen∷ (PSE) pr gram t teach lang%age ar∷∷ t gΛf∷ed and tQpΛcal elemen∷arQ sch l s∷%den∷∷. F ll Λng an in∷r d%c∷Λ n tha∷ %∷lΛne∷ the p%rp ∷e∷ and bjec∷Λ e∷ se∷ f r∷h in the Pr jec∷ S%cce∷∷ EnrΛchmen∷: Lang%age Ar∷∷ In∷r d%c∷ rQ UnΛ∷, thΛ∷ c mp nen∷ f c%∷e∷ n the sh r∷ s∷ rQ unΛ∷, the p%rp ∷e f hΛch Λ∷ t elab ra∷e n the ba∷Λc skΛll∷ pre∷en∷ed in the In∷r d%c∷ rQ Lang%age Ar∷∷ UnΛ∷. AcademΛc bjec∷Λ e∷ and abΛlΛ∷Q de el pmen∷ bjec∷Λ e∷ s%ch a∷ self-managemen∷, s cΛal skΛll∷, and thΛnkΛng skΛll∷ are dΛ∷c%∷∷ed. The maΛn f c%∷ f the unΛ∷ Λ∷ t pre∷en∷ ac∷Λ Λ∷Λe∷ tha∷ Λll m ∷Λ a∷e s∷%den∷∷ t de el p ad anced rΛ∷Λng skΛll∷ in b ∷h the fΛc∷Λ n and n nfΛc∷Λ n area∷ and t e∷∷end and elab ra∷e n ba∷Λc skΛll∷, incl%dΛng v cab%larQ, sen∷ence s∷r%c∷%re, imagerQ, theme, and f rma∷. Sh r∷ s∷ rQ ac∷Λ Λ∷Λe∷ are de∷Λgned t teach s∷%den∷∷ the elemen∷∷ f a sh r∷ s∷ rQ (∷e∷∷Λng, charac∷erΛΛa∷Λ n, pl ∷, and theme) s theQ maQ de el p ell- rΛ∷∷en c mp ∷Λ∷Λ n∷. E¤ample∷ are pr Λded t help s∷%den∷∷ in de el pΛng dΛfferen∷ kΛnd∷ f rΛ∷Λng f rma∷∷, incl%dΛng dΛal g%e, narra∷Λ e bΛ graphQ, a%∷ bΛ graphQ, pΛnΛ n, fan∷a∷Q, and hΛ∷∷ rΛcal and scΛen∷ΛfΛc fΛc∷Λ n. A defΛnΛ∷Λ n shee∷ f v cab%larQ ∷erm∷ f r the elemen∷∷ f lΛ∷era∷%re and e¤ample∷ f s∷%den∷∷' sh r∷ s∷ rΛe∷ are pr Λded. Blank s∷%den∷ rk∷hee∷∷ and e al%a∷Λ n f rm∷ f r dΛfferen∷ ac∷Λ Λ∷Λe∷ are al∷ incl%ded. (CR)

ED 408 720 EC 305 590

Pr jec∷ S%cce∷∷ EnrΛchmen∷: VΛ∷%al Ar∷. In∷r d%c∷ rQ UnΛ∷.
PUB DATE- 96
NOTE- 243p.; F r rela∷ed d c%men∷∷ n ∷her t pΛc∷ in the same pr jec∷, see ED 404 794 and EC 305 589-592.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- D c%men∷ N ∷ A aΛlable fr m EDRS.
PUB TYPE- B k∷ (010),G%Λde∷/Me∷h d∷/TechnΛq%e∷ (F r Prac∷Λ∷Λ ner∷) - Cla∷∷r m U∷e - TeachΛng G%Λde∷ (F r Teacher) (052)
DESCRIPTORS- *Ar∷ Ac∷Λ Λ∷Λe∷; Ar∷ ApprecΛa∷Λ n; Ar∷ Ed%ca∷Λ n; ChΛldren∷ Ar∷; *ClaQ; Crea∷Λ e Ac∷Λ Λ∷Λe∷; Ed%ca∷Λ nal S∷ra∷egΛe∷; Elemen∷arQ Ed%ca∷Λ n; EnrΛchmen∷ Ac∷Λ Λ∷Λe∷; *Freehand Dra Λng; *GΛf∷ed; Le∷∷ n Plan∷; *PaΛn∷Λng (VΛ∷%al Ar∷∷); *VΛ∷%al Ar∷∷

ThΛ∷ man%al f c%∷e∷ n vΛ∷%al ar∷ and Λ∷ in∷ended f r teacher∷ u∷Λng the Pr jec∷ S%cce∷∷ EnrΛchmen∷ (PSE) pr gram t teach gΛf∷ed r in∷ere∷∷ed elemen∷arQ sch l s∷%den∷∷. An

PUB DATE- Mar 97
NOTE- 6p.; A c llab ra¤Λ e pɄblΛca¤Λ n f the C n¤ r¤ΛɄm n InclɄ¤Λ e Sch lΛng Prac¤Λce¤. (CISP)
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01/PC01 PlɄ¤ P ¤¤age.
PUB TYPE- GɄΛde¤/Me¤h d¤/TechnΛqɄe¤ (F r Prac¤Λ¤Λ ner¤) - N n-Cla¤¤r m U¤e (F r AdmΛnΛ¤¤ra¤Λ e and SɄpp r¤ S¤aff, and f r Teacher¤, Paren¤¤, ClergQ, e¤c. in N n-Cla¤¤r m sΛ¤Ʉa¤Λ n¤) (055),Rep r¤¤ - De¤crΛp¤Λ e (Pr gram/Pr jec¤ De¤crΛp¤Λ n¤) (141)
DESCRIPTORS- *A¤¤Λ¤¤Λ e De Λce¤ (f r DΛ¤abled); AɄgmen¤a¤Λ e and Al¤erna¤Λ e C mmɄnΛca¤Λ n; Ca¤e S¤ɄdΛe¤; C mmɄnΛca¤Λ n AΛd¤ (f r DΛ¤abled); Elemen¤arQ Sec ndarQ EdɄca¤Λ n; *InclɄ¤Λ e Sch l¤; MaΛn¤¤reamΛng; *Se ere DΛ¤abΛlΛ¤Λe¤

ThΛ¤ paper u¤e¤ a ca¤e s¤ɄdQ f the inclɄ¤Λ n f a deaf-blΛnd chΛld Λ¤h c gnΛ¤Λ e dΛ¤abΛlΛ¤Λe¤ t e¤plaΛn prΛncΛple¤ f applQΛng a¤¤Λ¤¤Λ e techn l gQ in inclɄ¤Λ e edɄca¤Λ nal se¤¤Λng¤. The 12-Qear- ld'¤ pr gre¤¤ fr m a specΛal sch l f Ʉr Qear¤ pre Λ Ʉ¤lQ t fɄll inclɄ¤Λ n i¤ rec Ʉn¤ed Λ¤h empha¤Λ¤ n u¤e f sɄch adap¤Λ e eqɄΛpmen¤ a¤ adap¤ed s¤Λ¤che¤, an a¤¤Λ¤¤ed c mmɄnΛca¤Λ n sQ¤¤em, and sea¤Λng and p ¤Λ¤Λ nΛng adjɄ¤¤men¤¤. The ca¤e s¤ɄdQ illɄ¤¤ra¤e¤ the f ll Λng prΛncΛple¤: (1) in l e the s¤Ʉden¤ Λ¤h the dΛ¤abΛlΛ¤Q in the selec¤Λ n f a¤¤Λ¤¤Λ e techn l gQ de Λce¤; (2) begΛn bQ targe¤Λng a specΛfΛc ac¤Λ Λ¤Q in hΛch the s¤Ʉden¤ need¤ r Λ¤he¤ t par¤ΛcΛpa¤e, then fΛnd and/ r adap¤ eqɄΛpmen¤ ra¤her than the ¤her aQ ar Ʉnd; and (3) l k f r pe ple beQ nd the edɄca¤Λ nal realm t help Λ¤h technΛcal e¤per¤Λ¤e. (DB)

ED 408 739 EC 305 610

Cherke¤-JɄlk ¤kΛ, MΛrΛam; And O¤her¤
Re¤hΛnkΛng A¤¤en¤Λ n DefΛcΛ¤ DΛ¤ rder¤.
PUB DATE- 97
NOTE- 272p.
LANGUAGE- EnglΛ¤h
EDRS PrΛce- D cɄmen¤ N ¤ A aΛlable fr m EDRS.
PUB TYPE- B k¤ (010),Inf rma¤Λ n AnalQ¤e¤/S¤a¤e- f-¤he-ar¤ Ma¤erΛal¤ (070)
DESCRIPTORS- A¤¤en¤Λ n; A¤¤en¤Λ n C n¤r l; *A¤¤en¤Λ n DefΛcΛ¤ DΛ¤ rder¤; Beha Λ r Pa¤¤ern¤; *Cla¤¤r m TechnΛqɄe¤; C gnΛ¤Λ e De el pmen¤; *C gnΛ¤Λ e Pr ce¤¤e¤; C pΛng; DefΛnΛ¤Λ n¤; *DrɄg TherapQ; Elemen¤arQ Sec ndarQ EdɄca¤Λ n; *In¤er en¤Λ n; M del¤; M ¤Λ a¤Λ n; SQ¤¤em¤ Appr ach; TeachΛng Me¤h d¤

ThΛ¤ b k re Λe ¤ i¤¤Ʉe¤ c ncernΛng a¤¤en¤Λ n defΛcΛ¤ dΛ¤ rder¤ (ADD¤) in the c n¤e¤¤ f a sQ¤¤em¤ per¤pec¤Λ e. ADD¤ are vΛe ed a¤ re¤Ʉl¤Λng fr m dQnamΛc in¤erac¤Λ n¤ f beha Λ r, c gnΛ¤Λ n, and affec¤, Ʉ¤ f hΛch emerge dΛ¤¤Λnc¤ and idΛ ¤Qncra¤Λc aQ¤ f c pΛng. Chap¤er 1 l k¤ a¤ the in¤erac¤Λ n f a¤¤en¤Λ n and beha Λ r. In chap¤er 2, the hΛ¤¤ rQ f ADD¤ cla¤¤ΛfΛca¤Λ n fr m the per¤pec¤Λ e f ADD¤ c gnΛ¤Λ e dΛ¤ rder¤ i¤ re Λe ed and defΛnΛ¤Λ n¤ under the DΛagn ¤¤Λc and S¤a¤Λ¤¤Λcal ManɄal are dΛ¤cɄ¤¤ed. Chap¤er 3 de¤aΛl¤ the e¤¤en¤ and c mple¤Λ¤Q f the a¤¤en¤Λ n sQ¤¤em inclɄdΛng the a¤¤en¤Λ n/ rkΛng mem rQ sQ¤¤em, inflɄence¤ n a¤¤en¤Λ n, and manΛfe¤¤a¤Λ n¤ in sch l. Chap¤er 4 f cɄ¤e¤ n a¤¤en¤Λ n a¤ self-regɄla¤Λ n and dΛ¤cɄ¤¤e¤ bΛ l gΛcal and c gnΛ¤Λ e a¤pec¤¤ f self-regɄla¤Λ n a¤ ell a¤ sch l in¤er en¤Λ n¤. Chap¤er 5, n m ¤Λ a¤Λ n, c n¤end¤ tha¤ m ¤Λ a¤Λ n i¤ n ¤ under sΛmple, c n¤cΛ Ʉ¤ c n¤r l and cann ¤ be manΛpɄla¤ed thr Ʉgh beha Λ ral in¤er en¤Λ n¤. Effec¤¤ f medΛca¤Λ n are e¤amΛned in chap¤er 6 and s cΛal and em ¤Λ nal a¤pec¤¤ f ADD¤ are e¤amΛned in chap¤er 7. Prac¤Λcal sɄgge¤¤Λ n¤ f r in¤er en¤Λ n are pr Λded in the eΛgh¤h chap¤er (n cla¤¤r m managemen¤), the nΛn¤h chap¤er (n readΛng), the ten¤h chap¤er (n rΛ¤¤en langɄage), and the ele en¤h chap¤er

IEPs accurately described the peer interactions of students with disabilities. Independent measures by observers, the students themselves, and certain teacher measures were generally consistent with the IEP's statement of present level of functioning and peer interaction goals. The research also found that providing accurate information on the IEP about level of functioning and goals regarding peer interaction was not sufficient to ensure that instructional practices were designed to meet those needs. Students whose IEPs identified peer interaction needs did not receive greater access to instructional strategies that afford peer interaction. General education settings were found to be somewhat more likely than special education settings to employ teaching strategies that foster peer interaction, providing some support for claims that inclusion fosters social integration. (Contains 37 references.) (CR)

ED 408 758 EC 305 629

Osgood, Robert L.
Becoming a Special Educator: Specialized Professional Training for Teachers of Children with Disabilities in Boston, 1870-1930.
PUB DATE- Apr 97
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; *Educational History; *Educational Trends; Elementary Secondary Education; Higher Education; Program Development; Regular and Special Education Relationship; *Special Education Teachers; Teacher Behavior; *Teacher Certification; Teacher Collaboration; Teacher Education Programs; Teacher Evaluation; *Teacher Qualifications
IDENTIFIERS- *Boston Public Schools MA

This paper examines the ways in which individuals have been prepared for work in special education by focusing on the Boston, Massachusetts, public schools from 1870 through the 1920's. During this period, selected teachers and teacher candidates were recruited and prepared for specific assignments as instructors of children with disabilities. This paper looks at how teacher training practices varied from program to program and at how they evolved over time. Information is reviewed on minimum qualifications for applicants, course work and field experience requirements, expectations for personal and professional character and behavior, special opportunities for preservice and inservice training, and examinations and other modes of evaluation. The paper examines implicit and explicit assumptions and rationales that helped to define, explain, or justify these programs, while contrasting the programs with the training for regular classroom assignments. Ways in which various activities, including collaborative projects, or personal and collective statements of the participants, helped to create a sense of unique professional identity among those involved in special education are explored. Finally, the article discusses implications drawn from this research for current efforts to redefine the relationship between special and regular education and to reduce the tensions and boundaries between special and general educators. (Contains 30 references.) (CR)

A study examined the differences between 17 children with language disorders and 20 children with normal language development (ages 8-13) in the way they developed shared knowledge with an adult using an interactive communication task. The structured interaction map task involved the child describing a route through a simple schematic map to an adult who had a similar map, but with no route. Subjects were informed that the listener's map was slightly different from their map and they could not view the listener's copy. Five maps were used with a number of pictorial features relevant to describing the route. For each map, the adult introduced questions about features that were not necessarily on the subjects' map. Results found that there was a significant difference in the verbal productivity between the group of children with normally developing language and those evidencing language disorders. No significant differences were found in the number of conversational turns attempted, the number of features named, or the expansions. Using a discriminant function analysis, however, 75 percent of the children with language disorders could be correctly classified based on performance on the 4 variables of expansions, features named, words spoken, and conversational turns. (Contains 12 references.) (CR)

ED 408 777 EC 305 658

Wehman, Paul, Ed.; And Others
Supported Employment Research: Expanding Competitive Employment Opportunities for Persons with Significant Disabilities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 97
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Adults; *Delivery Systems; *Education Work Relationship; Educational Planning; *Financial Support; High Schools; National Surveys; Participant Satisfaction; Postsecondary Education; Program Implementation; *Severe Disabilities; Student Participation; *Supported Employment; *Transitional Programs
IDENTIFIERS- Social Security; Transition Time; Virginia

This manual includes articles that address many of the major issues affecting supported employment programs for individuals with severe disabilities. Articles discuss current trends in service delivery, the experiences of local community employment agencies, issues involved in funding supported employment, natural support implementation strategies, and transition from school to work. Specific issues and programs reviewed include: (1) results of the 1995 National Survey of Supported Employment Implementation; (2) conversion of segregated, facility-based programs to supported employment; (3) use of Social Security work incentives; (4) the Social Security Return to Work Initiative; (5) time limited and extended services funding; (6) the role of employment specialists within natural support programs; and (7) the results of consumer satisfaction interviews with supported employment participants. In the last section, articles on transition include a description of a comprehensive transition model designed to enhance employment opportunities for individuals with disabilities as they graduate from post-secondary settings; the importance of transition teams that actively work with students with disabilities to promote their success in postsecondary education; and the results of an analysis of transition plans

Education; *Performance Based Assessment; *Regular and Special Education Relationship; State Survey; Student Evaluation; *Teacher Collaboration
IDENTIFIERS- *Oregon

A 2-year study of 18 schools across Oregon was conducted to provide descriptive information about the effects of supported education on students with and without Individualized Education Plans (IEPs). Regular classroom teachers and their supporting special education staff volunteered to teach and score performance tasks in their supported education classes. A total of 103 regular and special education teachers were involved and the study collected portfolios with student performance information for 275 students with IEPs and 296 students without IEPs. Results of the study found: (1) the students with IEPs scored higher on performance assessment tasks than on traditional standardized assessments; (2) in several content areas, performance scores of high school students with IEPs were significantly higher than elementary school students with IEPs, while the performance scores of students without IEPs remained constant; (3) the students with IEPs scored lower than students without IEPs on performance tasks; and (4) performances tasks were an effective method for increasing collaboration between special education and regular education and for providing needed feedback to students with special needs about their performance in the regular class. Recommendations are provided for using performance assessment tasks in supported education classrooms. (CR)

ED 408 795 EC 305 677

Repp, Alan C.; Karsh, Kathryn G.
Integrating Stimulus Presentation Procedures into Instruction for Persons with Severe Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 91
NOTE- 20p.; Prepared at the Educational Research and Services Center, DeKalb, IL.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description) (141)
DESCRIPTORS- Classroom Environment; Educational Strategies; *Educational Technology; Elementary Secondary Education; *Generalization; Program Descriptions; Program Effectiveness; *Severe Disabilities; Stimulation; *Stimuli; *Word Recognition
IDENTIFIERS- Illinois

This final report describes the activities of a 3-year project that investigated the effectiveness and efficiency of five stimulus control procedures for teaching individuals with severe disabilities in classroom and community-based settings. The research was conducted in public schools in the northern Illinois area and included the following five studies: (1) the effects of a fading procedure on the acquisition, transfer, and generalization of word identification; (2) the effects of multiple examples in teaching discriminations; (3) the effects of single component pretraining on the discrimination of stimuli with multiple cues; (4) the effects of dynamic presentation of instructional stimuli on the discrimination learning of students with severe disabilities; and (5) the effects of a minimally different, within trials sequence, and a maximally different, between trials sequence on the discrimination learning of persons with severe disabilities. The last study investigated the effects of a composite

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 93
NOTE- 188p.; Appended reproductions of journal articles are of poor legibility.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; *Educational Strategies; *Environmental Influences; Generalization; *Inclusive Schools; Intervention; Mainstreaming; *Play; Portfolio Assessment; Preschool Children; Preschool Education; Program Effectiveness; *Skill Development; Student Evaluation; Toddlers

This final report discusses the outcomes of a federally funded study of nine toddlers and preschoolers (ages 29-63 months) with a variety of disabilities. The project investigated the effectiveness of embedding systematic instruction within inclusive, developmentally appropriate practice (DAP), play-based environments to teach young children with disabilities specific skills, and the effects of such environments on the development and learning of young children with disabilities. The results of the study indicate that the children learned the skills targeted for intervention and proved the effectiveness of teaching by embedding systematic skill instruction within the ongoing activities of an early childhood program that used DAP as the curriculum framework. In addition, the study showed that the skills taught with the naturalistic teaching procedures generalized to another setting and another person. Assessment portfolios used in the study as an alternative to more traditional methods of assessing the development progress of the children were found to be an effective, non-intrusive way of monitoring the children's progress. Appendices include information about the study participants, play-based setting validation data, and procedures for evaluating fluid play behavior, indoor and outdoor play behavior, art products, and block construction. (Contains 33 references.) (CR)

ED 408 814 EC 305 702

O'Donnell, Karen J.; And Others
The Infant Care Project: A Mother-Child Intervention Model Directed at Cocaine Use during Pregnancy. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 6 Jun 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Cocaine; Cooperative Planning; *Developmental Delays; *Early Identification; *Early Intervention; Infants; *Integrated Services; Mothers; Parent Child Relationship; *Prenatal Drug Exposure; Program Effectiveness; Teamwork

This final report discusses the outcomes of the federally funded Infant Care Project (ICP) that provided comprehensive and continuous services to 99 women who had used cocaine during pregnancy and their infants. The ICP model combined high risk obstetric care, infant and child development services, and substance abuse services on site in the health care setting. The objectives and activities of the ICP addressed: (1) prenatal identification and intervention in substance abuse, fetal development, mother-child relationship, and family

DESCRIPTORS- Black Dialects; Child Language; Code Switching (Language); College Students; Community Characteristics; Comparative Analysis; Contrastive Linguistics; Creoles; Cubans; Cultural Context; Diachronic Linguistics; Elementary Secondary Education; *English; *English (Second Language); Ethnic Groups; Form Classes (Languages); Games; Grade 6; Grammar; Immigrants; Interpersonal Communication; Language Attitudes; Language Maintenance; *Language Planning; Language Research; *Language Role; Language Teachers; Language Usage; *Language Variation; Lexicography; Minority Groups; Morphology (Languages); Neighborhoods; Public Policy; Reference Materials; Regional Characteristics; *Regional Dialects; Sex Diffe Islands; Michigan (Detroit); Ohio; *United States

IDENTIFIERS- Islands; Michigan (Detroit); Ohio; *United States

Essays on varieties of English in the United States include: "Research Trends in the Study of American English" (Edgar W. Schneider); "Piney Woods Southern" (Lee Pederson); "Foundations of American English" (William A. Kretzschmar, Jr.); "The Comparability of Linguistic Atlas Records: The Case of LANCS and LAGS" (Lawrence M. Davis, Charles L. Houck); "Terms Used for Children's Games: Comparing DARE's Findings with Usage of Today's Youth" (Luanne von Schneidemesser); "The Dialects of the Middle West" (Timothy C. Frazer); "Dialect Change and Maintenance in a Post-Insular Island Community" (Walt Wolfram, Natalie Schilling-Estes); "A Comparison of Variation Patterns of Variables Among Sixth Graders in an Ohio Community" (Erik R. Thomas); "Perceptions Within a Variable Paradigm: Black and White Detection and Identification Based on Speech" (John Baugh); "Sex-Based Differences in Language Choice in an African-American Neighborhood in Detroit" (Walter F. Edwards); "The English Competence of Cuban Exiles: The Case of Noun Pluralization" (Frank Maas); "What Was Verbal '-s' in 19th Century African-American English" (Michael Montgomery, Janet M. Fuller); "The Development of American Englishes: Some Questions from a Creole Genesis Perspective" (Salikoko S. Mufwene); "Historical and Contemporary Distribution of Double Modals in English" (Barbara A. Fennell, Ronald R. Butters); "American College Slang" (Connie Eble); and "Where the Worst English Is Spoken" (Dennis R. Preston). (MSE)

ED 408 834 FL 024 585

Chang, Suk-Jin
Korean. London Oriental and African Language Library.
PUB DATE- 96
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Discourse Analysis; Foreign Countries; Form Classes (Languages); *Grammar; *Korean; Language Research; Linguistic Borrowing; Linguistic Theory; *Morphology (Languages); Negative Forms (Language); *Phonology; Pragmatics; Sentence Structure; *Syntax; Uncommonly Taught Languages; *Written Language

The grammar of the Korean language presented here is descriptive and structural, and does not align with any particular theory. An introductory chapter gives some background information about the language and related research. Subsequent chapters treat: writing and sound systems, including some sound rules and suprasegmental features; morphology (native and loan words, word structure, compounding, sound symbolism); word classes (nouns, pronouns, verbs, adjectives, adnouns, adverbs, particles, interjections, phrases); sentences (structures, types, semantic roles, modification, word order, negation, correcting a larger percentage of these errors. In the educational research classroom, it is recommended that teachers emphasize that reliability and validity are properties of data, model correct language about score characteristics while discussing reliability and validity in the presence of their students, and correct students' inappropriate use of language. Study data are appended. Contains 12 references. (MSE)

ED 408 854 FL 024 616

van Dijk, Teun A., Ed.
Discourse as Social Interaction. Discourse Studies: A Multidisciplinary Introduction. Volume 2.
PUB DATE- 97
NOTE- 336p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cultural Context; Dialogs (Language); *Discourse Analysis; Ethnicity; Foreign Countries; *Interpersonal Communication; Language Research; *Language Role; Language Usage; *Organizational Communication; Political Influences; Politics; Pragmatics; Racial Bias; Sex Differences; *Sociocultural Patterns

The collection of essays on discourse as a form of social interaction includes: "Discourse as Interaction in Society" (Teun A. van Dijk); "Discourse Pragmatics" (Shoshana Blum-Kulka); "Conversation Analysis: An Approach to the Study of Social Action as Sense Making Practices" (Anita Pomerantz, B. J. Fehr); "Institutional Dialogue" (Paul Drew, Marja-Leena Sorjonen); "Gender in Discourse" (Candace West, Michelle M. Lazar, Cheris Kramarae); "Discourse, Ethnicity, Culture and Racism" (Teun A. van Dijk, Stella Ting-Toomey, Geneva Smitherman, Denise Troutman); "Organizational Discourse" (Dennis K. Mumby, Robin P. Clair); "Discourse and Politics" (Paul Chilton, Christina Schaffner); "Discourse and Culture" (Cliff Goddard, Anna Wierzbicka); "Critical Discourse Analysis" (Norman Fairclough, Ruth Wodak); and "Applied Discourse Analysis" (Britt-Louise Gunnarsson). Contents are indexed. (MSE)

ED 408 855 FL 024 621

Papapavlou, Andreas N.
Attitudes Towards Modifications in the Orthographic Representation of Modern Greek.
PUB DATE- Apr 97
NOTE- 21p.; Paper presented at an International Symposium on Theoretical and Applied Linguistics (11th, Thessaloniki, Greece, April 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classical Languages; College Students; Diachronic Linguistics; Etymology; Foreign Countries; *Greek; Higher Education; *Language Attitudes; Language Research; *Language Role; Linguistic Theory; Modern Languages; *Orthographic Symbols; Questionnaires; Reading Comprehension; Second Language Learning; Second Languages; Semantics; Uncommonly Taught Languages; *Written Language
IDENTIFIERS- University of Cyprus

A survey investigated the attitudes of educated Greeks about possible modifications in the orthographic representation of written Greek. Subjects were 82 students enrolled in the

*Downsizing

The Association of Higher Education Facilities Officers surveyed its members in 1993 regarding the effects of severe budget reductions. From 1,500 surveys mailed, there were 388 responses. The responses indicated the importance of a number of factors in institutions undergoing downsizing. Important factors included: a mission statement, the morale of retained staff, an empowerment paradigm, strategic planning, adjustment of service levels, innovation, training, productivity, and efficiency enhancement. Details and case studies related to the survey are provided in the following chapters: (1) "Rightsizing Effectively: An Introduction to the Issues" (Edward Nares); (2) "Findings of the Rightsizing Survey" (Dean H. Fredericks); (3) "Rightsizing Through the Eyes of History" (Pieter J. van der Have); (4) "A Change in Focus in a Time of Change" (Scott Charmack); (5) "Fiscal Reality at Michigan State University" (Ronald T. Flinn); (6) "Custodial Rightsizing: Minimizing the Trauma" (Joe Spoonemore); (7) "The Human Element" (Pieter J. van der Have); and (8) "Strategic Planning in the Physical Plant Department" (Frederick L. Klee). The survey is appended. (Contains 70 references.) (JLS)

ED 408 874 HE 030 187

Reeve, John R.; Smith, Marion B.
Planning for Master Planning.
PUB DATE- 95
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bids; *Building Operation; *College Buildings; Contracts; *Educational Facilities Improvement; *Educational Facilities Planning; Higher Education; Human Resources; *Master Plans; Obsolescence; Program Administration; *School Maintenance; Strategic Planning

This monograph outlines a philosophy and method for master planning of higher education facilities. It is intended to provide facilities personnel with guidelines for establishing a successful planning process. The guide provides practical advice, including worksheets that can be used to identify issues and requirements. Included are examples of master plans, including scope, budgets, and time comparisons. The rationale for a master plan is explained with a detailed outline of the process for developing a plan. Planning steps include determining objectives, identifying available information and resources, determining the scope of the plan, and creating a system for plan administration. The process of determining the need for consultants and obtaining qualified ones is also detailed as is the process of evaluating responses to a requests for proposals for professional services. The final section examines the need for periodic review and evaluation of the master plan. (Contains 100 references.) (JLS)

ED 408 875 HE 030 189

Kaiser, Harvey H.
The Facilities Audit. A Process for Improving Facilities Conditions.
PUB DATE- 93
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

(marke::Λng pr gram:: and pr grammΛng marke:::, redefΛnΛng the rganΛΛa::Λ n, c llab ra::Λng Λ::hΛn a unΛ er::Λ::Q, and m Λng f r ard thr %gh in::erac::Λ Λ::Q). T el e s%gge:::ed readΛng:: are lΛ:::ed. (MN)

ED 408 426 CE 074 134

Inn a::Λ n::. A ard WΛnnΛng Pr gram:: in C n::Λn%Λng Ed%ca::Λ n, 1997.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Pl%:: P :::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141)
DESCRIPTORS- Acce::: t Ed%ca::Λ n; AmerΛcan IndΛan::; *C llege Pr gram::; *C n::Λn%Λng Ed%ca::Λ n; *C pera::Λ e Pr gram::; Dem n:::ra::Λ n Pr gram::; DΛ::l ca::ed W rker::; *Ed%ca::Λ nal Inn a::Λ n; Heal::h Per:: nnel; HΛgher Ed%ca::Λ n; In:::Λ::%::Λ nal C pera::Λ n; J b TraΛnΛng; Leader::hΛp TraΛnΛng; Pr gram De::crΛp::Λ n::; Pr gram Implemen::a::Λ n; Re::raΛnΛng; TechnΛcal Ed%ca::Λ n
IDENTIFIERS- ArΛΛ na S::a::e UnΛ er::Λ::Q; A%:: m bΛle Ind%:::rQ; Cen::ral MΛchΛgan UnΛ er::Λ::Q; R che:::er In:::Λ::%::e f Techn l gQ NY; UnΛ er::Λ::Q f CalΛf rnΛa San DΛeg

ThΛ:: p%blΛca::Λ n pr fΛle:: f %r a ard- ΛnnΛng pr gram:: h n red in 1997 bQ the UnΛ er::Λ::Q C n::Λn%Λng Ed%ca::Λ n A::: cΛa::Λ n. The f %r pr gram:: ha e in:::Λ::%::ed imagΛna::Λ e c n::Λn%Λng hΛgher ed%ca::Λ n re::p n::e:: t imp r::an:: c mm%nΛ::Q need::. In all f %r ca::e::, the f c%:: i:: n de el pΛng h%man re:: %rce:: t s%pp r:: l cal empl Qmen:: and enhance the c mm%nΛ::Q bQ a:::Λ:::Λng pe ple in acq%ΛrΛng learnΛng tha:: theQ can p%:: t u::e immedΛa::elQ. The pr gram:: are: (1) Pr fe:::Λ nal Re-empl Qmen:: Ed%ca::Λ n Pr gram, R che:::er In:::Λ::%::e f Techn l gQ (Ne Y rk), hΛch help:: dΛ::placed pr fe:::Λ nal:: bQ pr ΛdΛng 60 percen:: t%Λ::Λ n dΛ::c %n::: t help them re::raΛn; (2) GΛla RΛ er IndΛan C mm%nΛ::Q TrΛbal Leader::hΛp Pr gram, ArΛΛ na S::a::e UnΛ er::Λ::Q, hΛch de el p:: leader::hΛp skΛll:: and technΛcal pr gram:: f r leader:: f a trΛbal c mm%nΛ::Q %:::Λde Ph enΛ::, ArΛΛ na; (3) Bachel r f ScΛence Λ::h a Maj r in VehΛcle De::Λgn, Cen::ral MΛchΛgan UnΛ er::Λ::Q, hΛch enable:: a%:: rker:: t acq%Λre a technΛcal bachel r':: degree; and (4) EdVan::age: San DΛeg ':: Par::ner::hΛp f r Pr fe:::Λ nal Heal::hcare Ed%ca::Λ n, in hΛch the UnΛ er::Λ::Q f CalΛf rnΛa San DΛeg E:::en::Λ n f :::er:: c llab ra::Λ n t pr Λde c n::Λn%Λng ed%ca::Λ n in thΛ:: rapΛdlQ changΛng fΛeld. Each pr gram de::crΛp::Λ n incl%de:: the f ll Λng: a ne-page s%mmarQ de::aΛlΛng the in:::Λ::%::Λ n receΛ Λng the a ard, name f re::p n::Λble per:: n::, pr gram bjec::Λ e::, s %rce:: f f%ndΛng, c ::: f pr gram, and a l nger narra::Λ e de::crΛp::Λ n f the pr jec::. (KC)

ED 408 427 CE 074 137

Ka::Λ, MΛra-LΛ::a
ImmΛgran:: W men, EnglΛ::h LΛ::eracQ Pr gram::, and W rk in the UnΛ::ed S::a::e::: A L k a:: H Ide l gQ and F%ndΛng Are ShapΛng W rkplace Ed%ca::Λ n.
PUB DATE- 26 Mar 97
NOTE- 27p.; Paper pre::en::ed a:: the Ann%al Mee::Λng f the AmerΛcan Ed%ca::Λ nal Re::earch A::: cΛa::Λ n (ChΛcag , IL, March 26, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Pl%:: P :::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- Rep r::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Ad%l:: Ba::Λc Ed%ca::Λ n; A::Λan AmerΛcan::; C mm%nΛ::Q

NOTE- 193p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Pl½:: P ::::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- Ad½l:: Ed½ca::Λ n; Ad½l::::; Ca::e S::½dΛe::; C mpara::Λ e AnalQ::Λ::; C mpe::ence; *Ed½ca::Λ n W rk Rela::Λ n::hΛp; Ed½ca::Λ nal P lΛcQ; *Ed½ca::Λ nal Prac::Λce::; Ed½ca::Λ nal Trend::; *Empl Qmen:: Q½alΛfΛca::Λ n::; F reΛgn C ½n::rΛe::; ImmΛgran::::; In::erna::Λ nal Ed½ca::Λ nal E¤change; J b TraΛnΛng; Na::Λ nal Pr gram::; P lΛcQ F rma::Λ n; P ::::::ec ndarQ Ed½ca::Λ n; Rec gnΛ::Λ n (AchΛe emen::); Sec ndarQ Ed½ca::Λ n; *S::½den:: Cer::ΛfΛca::Λ n; *S::½den:: E al½a::Λ n; SQ::::em:: Appr ach; Te::::Λng; Tran::fer f TraΛnΛng; Trend AnalQ::Λ::; *V ca::Λ nal Ed½ca::Λ n
IDENTIFIERS- OrganΛ::a::Λ n f r Ec n mΛc C pera::Λ n De el pmen::

ThΛ:: d c½men:: c n::aΛn:: the analQ::Λcal rep r:::: and ca::e s::½dΛe:: pre::en::ed a:: a 1992 OrganΛ::a::Λ n f r Ec n mΛc C pera::Λ n and De el pmen:: p lΛcQ semΛnar tha:: f c½::ed n a::::e::::men::, cer::ΛfΛca::Λ n, and rec gnΛ::Λ n f skΛll:: and q½alΛfΛca::Λ n:: in v ca::Λ nal ed½ca::Λ n and traΛnΛng. The f ll Λng paper:: are incl½ded: "The I::::½e::" (HΛlarQ S::eedman); "Pr blem:: f DefΛnΛ::Λ n" (GabrΛel FragnΛere); "Pr blem:: f Implemen::Λng A::::e::::men:: and Cer::ΛfΛca::Λ n" (SheΛla Clarke, R n T½ck); "C mparabΛlΛ::Q and Rec gnΛ::Λ n f Q½alΛfΛca::Λ n::: E½r pean E¤perΛence::" (OlΛ Λer Ber::rand); "The I::::½e f Cer::ΛfΛca::Λ n: The Ca::e f P r::½gal E¤perΛence and the E½r pean DΛmen::Λ n" (L½Λ:: ImagΛnarΛ); "The C½rrΛc½lar and Pedag gΛc ImplΛca::Λ n:: f Ne Appr ache:: t A::::e::::men:: and Cer::ΛfΛca::Λ n" (MΛchael Y ½ng); "The R le f A::::e::::men:: and Cer::ΛfΛca::Λ n in the F½nc::Λ nΛng f TraΛnΛng and Lab ½r Marke::::" (MQrΛam CampΛn ::-D½berne::); "P r::abΛlΛ::Q and Tran::ferabΛlΛ::Q f Q½alΛfΛca::Λ n::" (Pr ::::e:: Da F n::eca); "Implemen::Λng A::::e::::men::, Cer::ΛfΛca::Λ n and ValΛda::Λ n" (J hn R dger::); "A½::::rΛa: I::::½e:: f Cer::ΛfΛca::Λ n in the D½al SQ::::em" (Helm½:: AΛgner); "Canada (Q½ebec): Rec gnΛ::Λ n and A::::e::::men:: f the SkΛll:: and C mpe::encΛe:: f Ad½l:: W rker:: and f ImmΛgran::::" (ClaΛre Pre ::::-F ½rnΛer); "France: E¤amΛna::Λ n:: in a Cen::ralΛ::ed Sch l-Ba::ed TraΛnΛng SQ::::em" (Ben Λ:: B ½Q¤); "GermanQ: The In::::Λ::½::Λ nal Frame rk and Cer::ΛfΛca::Λ n in the D½al SQ::::em" (WΛlfrΛed ReΛ::::e); "Ne::herland::: TraΛnΛng and the A::::e::::men:: f Ad½l::::' SkΛll:: and C mpe::encΛe::" (A. T. H. Jan::::en); "Ne Zealand: The De el pmen:: f a SQ::::em f Q½alΛfΛca::Λ n:: and Cer::ΛfΛca::Λ n Ba::ed n SkΛll::" (Da Λd H d); and "UnΛ::ed S::a::e::: In Search f a Na::Λ nal SQ::::em f Q½alΛfΛca::Λ n::" (WΛnΛfred I. Warna::). (MN)

ED 408 445   CE 074 231

B½ch::, Ber::Λl; Harnq Λ::::, Kjell
Ed½ca::Λ n and Empl Qmen::. IndΛca:: r:: f Ed½ca::Λ n SQ::::em:: = F rma::Λ n e:: Empl Λ. IndΛca::e½r:: de:: SQ::::eme:: d'En::eΛgnemen::.
PUB DATE- 95
NOTE- 159p.
LANGUAGE- French; EnglΛ::h
EDRS PrΛce- MF01 Pl½:: P ::::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Rep r:::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- C n::e¤:: Effec::; C :::: Effec::Λ ene::::; C½l::½ral Infl½ence::; Da::a AnalQ::Λ::; Da::a C llec::Λ n; DefΛnΛ::Λ n::; Dem graphQ; Ec n mΛc Fac:: r::; *Ed½ca::Λ n W rk Rela::Λ n::hΛp; Ed½ca::Λ nal A::::aΛnmen::; Ed½ca::Λ nal Objec::Λ e::; Ed½ca::Λ nal PrΛncΛple::; Ed½ca::Λ nal Q½alΛ::Q; Ed½ca::Λ nal Trend::; Eq½al Ed½ca::Λ n; *E al½a::Λ n CrΛ::erΛa; F reΛgn C ½n::rΛe::; In::erna::Λ nal C pera::Λ n; *In::erna::Λ nal Ed½ca::Λ nal E¤change; M del::; *O½::c me:: f Ed½ca::Λ n; P ::::::ec ndarQ Ed½ca::Λ n;

PUB DATE- J½n 97
NOTE- 32p.; F r a rela∷ed d c½men∷, see CE 074 261.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC02 Pl½∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - E al½a∷Λ e/Fea∷ΛbΛlΛ∷Q (142)
DESCRIPTORS- *C ∷∷ Effec∷Λ ene∷∷; *Ed½ca∷Λ n W rk Rela∷Λ n∷hΛp; Empl Qmen∷ Pr jec∷Λ n∷; Federal AΛd; Lab r Need∷; Lab r S½pplQ; P ∷∷∷ec ndarQ Ed½ca∷Λ n; *Pr prΛe∷arQ Sch l∷; Rele ance (Ed½ca∷Λ n); *Sch l Effec∷Λ ene∷∷; *S∷½den∷ FΛnancΛal AΛd; Table∷ (Da∷a); TechnΛcal In∷∷Λ∷½∷e∷; *V ca∷Λ nal Ed½ca∷Λ n
IDENTIFIERS- ArΛΛ na; CalΛf rnΛa; Fl rΛda; *HΛgher Ed½ca∷Λ n Ac∷ TΛ∷le IV; IllΛn Λ∷; IndΛana; Neñ Jer∷eQ; Ne Y rk; Oreg n; Penn∷Ql anΛa; S ½∷h Car lΛna; Te¤a∷; Wa∷hΛng∷ n

The General Acc ½n∷Λng OffΛce (GAO) e¤amΛned the e∷∷en∷ t hΛch the fΛnancΛal aΛd pr Λded under TΛ∷le IV f the HΛgher Ed½ca∷Λ n Ac∷ t s∷½den∷∷ enr lled in pr prΛe∷arQ sch l∷ i∷ beΛng spen∷ t traΛn indΛ Λd½al∷ f r demand cc½pa∷Λ n∷. J b penΛng pr jec∷Λ n∷ in 12 s∷a∷e∷ ere u∷ed t e∷∷Λma∷e j b demand, the Na∷Λ nal Cen∷er f r Ed½ca∷Λ n S∷a∷Λ∷∷Λc∷' In∷egra∷ed P ∷∷∷ec ndarQ Ed½ca∷Λ n Da∷a SQ∷∷em a∷ u∷ed t e∷∷Λma∷e j b s½pplQ, and fΛnancΛal aΛd inf rma∷Λ n a∷ b∷aΛned fr m the Depar∷men∷ f Ed½ca∷Λ n'∷ s∷½den∷ l an and Pell gran∷ rec rd∷. I∷ a∷ dΛ∷c ered tha∷, in fΛ∷cal Qear 1995, $273 mΛllΛ n in TΛ∷le IV f½nd∷ s½b∷ΛdΛΛed 112,000 pr prΛe∷arQ sch l∷ t traΛn s∷½den∷∷ f r fΛeld∷ Λ∷h pr jec∷ed lab r s½pplQ s½rpl½∷e∷ in the 12 s∷a∷e∷ re Λe ed. In s me ca∷e∷, pr prΛe∷arQ sch l s∷½den∷∷ receΛ ed traΛnΛng in cc½pa∷Λ n∷ Λ∷h pr jec∷ed s½pplQ s½rpl½∷e∷ in se eral s∷a∷e∷ (f r e¤ample, 28,000 pr prΛe∷arQ sch l s∷½den∷∷ ere traΛned in elec∷rΛcal/elec∷r nΛc techn l gQ in 7 s∷a∷e∷ tha∷ had a lab r s½rpl½∷). I∷ a∷ rec mmended tha∷ pr ∷pec∷Λ e s∷½den∷∷ f cc½pa∷Λ n-∷pecΛfΛc traΛnΛng pr gram∷ be gΛ en acce∷∷ t lab r s½pplQ and demand pr jec∷Λ n∷. (Appended are the f ll Λng: inf rma∷Λ n ab ½∷ da∷a s ½rce∷ and me∷h d l gQ, de∷aΛled s∷a∷e-le el re∷½l∷∷, c mmen∷∷ fr m the Depar∷men∷ f Ed½ca∷Λ n, and lΛ∷∷∷ f GAO c n∷ac∷∷. T el e table∷ are incl½ded.) (MN)

ED 408 465 CE 074 263

Gran∷ Ac∷Λ Λ∷Λe∷ f r U.S. Depar∷men∷ f Ed½ca∷Λ n B½∷Λne∷∷ & Ed½ca∷Λ n S∷andard∷ Pr gram. FΛnal Rep r∷.
SPONS. AGENCY- Depar∷men∷ f Ed½ca∷Λ n, Wa∷hΛng∷ n, DC.
PUB DATE- 23 J½n 97
NOTE- 32p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC02 Pl½∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - De∷crΛp∷Λ e (Pr gram/Pr jec∷ De∷crΛp∷Λ n∷) (141)
DESCRIPTORS- *A½∷ B dQ RepaΛrer∷; *A½∷ MechanΛc∷; *Cer∷ΛfΛca∷Λ n; C mpe∷ence; C mpe∷encQ Ba∷ed Ed½ca∷Λ n; Ed½ca∷Λ nal Cer∷ΛfΛca∷e∷; *Empl Qmen∷ Q½alΛfΛca∷Λ n∷; HΛgh Sch l∷; M ∷ r VehΛcle∷; O½∷c me∷ f Ed½ca∷Λ n; P ∷∷∷ec ndarQ Ed½ca∷Λ n; Pr gram Effec∷Λ ene∷∷; Q½alΛ∷Q C n∷r l; RepaΛr; *S∷andard∷

A pr jec∷ a∷ c nd½c∷ed bQ the Na∷Λ nal A½∷ m ∷Λ e TechnΛcΛan∷ Ed½ca∷Λ n F ½nda∷Λ n t re Λe and upda∷e the s∷andard∷ f r a½∷ m bΛle, c llΛ∷Λ n repaΛr and refΛnΛ∷hΛng, and medΛ½m and hea Q tr½ck technΛcΛan traΛnΛng pr gram∷. The s∷andard∷ incl½de a ta∷k lΛ∷∷, t l∷ and eq½Λpmen∷ req½Λremen∷∷, pr gram h ½r req½Λremen∷∷, in∷∷r½c∷ r q½alΛfΛca∷Λ n∷, and pr gram s∷andard∷. The re Λe pr ce∷∷ incl½ded c mmΛ∷∷ee∷ and rk∷h p∷ Λ∷h par∷ΛcΛpan∷∷ fr m the f ll Λng gr ½p∷: vehΛcle man½fac∷½rer∷, trade a∷∷ cΛa∷Λ n member∷, independen∷ and dealer∷hΛp technΛcΛan∷ and ner∷, a½∷ m ∷Λ e in∷∷r½c∷ r∷, ed½ca∷Λ nal

ED 408 484   CE 074 292

TamkΛn, PennQ; And O::her::
Fr m AdmΛn t S::ra::egQ: The ChangΛng Face f the HR F½nc::Λ n. IES Rep r:: 332.
PUB DATE- 97
NOTE- 64p.; S::½dQ s½pp r::ed bQ the IES C - pera::Λ e Re::earch Pr gramme.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC03 Pl½:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- Ad½l:: Ed½ca::Λ n; *Change S::ra::egΛe::; C n::½l::an::::; *DelΛ erQ SQ::::em::; Empl Qmen:: Prac::ΛCe::; F reΛgn C ½n::rΛe::; *H½man Re:: ½rce::; *Lab r F rce De el pmen::; M del::; *OrganΛΛa::Λ nal Change; Per:: nnel DΛrec:: r::; Trend AnalQ::Λ::; W rk En Λr nmen::
IDENTIFIERS- *H½man Re:: ½rce:: Pr fe::::Λ nal::; *UnΛ::ed KΛngd m

E Λdence fr m academΛc re::earch and managemen:: e¤per:::: in the UnΛ::ed KΛngd m and el::e here c nfΛrm:: tha:: the recen:: f c½:: in rk rganΛΛa::Λ n:: n c :::: red½c::Λ n:: thr ½gh d n::ΛΛΛng ha:: changed the r le:: and s::r½c::½re:: f manQ h½man re:: ½rce:: (HR) unΛ::::. HR unΛ:::: ha e had t pr e theΛr c n::rΛb½::Λ n t the rganΛΛa::Λ n':: b :::: m lΛne, raΛ::e theΛr pr fΛle, and be seen a:: addΛng val½e t the rganΛΛa::Λ n. In s me rganΛΛa::Λ n::, HR pr fe::::Λ nal:: are beΛng e¤pec::ed t a::::½me a f½ll range f s::ra::egΛc in l emen::--fr m se::::Λng s::ra::egQ f r the rganΛΛa::Λ n t crea::Λng s::ra::egQ in the ab::ence f a fΛrm b½::Λne:::: plan. In ::her rganΛΛa::Λ n::, theQ are e¤pec::ed t f½nc::Λ n a:: c n::½l::an::::. The e::::en::Λ e change:: cc½rrΛng in rganΛΛa::Λ n:: ha e had an impac:: n HR unΛ:::: them::el e::. M :::: HR unΛ:::: are n   smaller and ref c½::ed n c½:::: mer::' need::. The m :::: c mm n rganΛΛa::Λ nal change in HR delΛ erQ ha:: been t c ncen::ra::e the s::ra::egΛc f½nc::Λ n and r le:: Λ::hΛn a c rp ra::e cen::er, Λ::h pera::Λ nal s½pp r:: delΛ ered thr ½gh dΛ Λ::Λ nal s½pp r:: unΛ::::. Beca½::e s me HR unΛ:::: n   ha e le:::: dΛrec:: p er, theΛr infl½ence ha:: been red½ced. The marke:: en Λr nmen:: Λ::hΛn hΛch s me unΛ:::: n   pera::e add:: a f½r::her barrΛer t meanΛngf½l par::ner::hΛp. (C n::aΛn:: 67 reference:: and 11 fΛg½re::.) (MN)

ED 408 485   CE 074 293

Ba::Λc SkΛll:: f r LΛfe.
PUB DATE- 97
NOTE- 57p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC03 Pl½:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- Ad½l:: Ba::Λc Ed½ca::Λ n; Ad½l:: LΛ::eracQ; Ad½l:: Pr gram::; *Ba::Λc SkΛll::; EarlQ ChΛldh d Ed½ca::Λ n; Ed½ca::Λ n W rk Rela::Λ n::hΛp; Ed½ca::Λ nal Need::; Elemen::arQ Sec ndarQ Ed½ca::Λ n; F reΛgn C ½n::rΛe::; *F½nc::Λ nal LΛ::eracQ; G ernmen:: R le; G ernmen:: Sch l Rela::Λ n::hΛp; Inf rma::Λ n Techn l gQ; *LΛfel ng LearnΛng; *LΛ::eracQ Ed½ca::Λ n; *N½meracQ; P ::::::ec ndarQ Ed½ca::Λ n; *P½blΛc P lΛcQ; Y ½::h Pr gram::
IDENTIFIERS- *England

ThΛ:: b kle:: de::crΛbe:: e¤Λ::::Λng and planned g ernmen:: inΛ::Λa::Λ e:: t addre:::: the l ng-::::andΛng i::::½e f l achΛe emen:: in ba::Λc lΛ::eracQ and n½meracQ skΛll:: in England. The b kle:: begΛn:: Λ::h a brΛef e¤plana::Λ n f the ec n mΛc and s cΛal imp r::ance f ba::Λc f½nc::Λ nal lΛ::eracQ and n½meracQ skΛll::. Par:: 1 i:: a dΛ::c½::::Λ n f EnglΛ::h g ernmen:: p lΛcQ inΛ::Λa::Λ e:: t impr e lΛ::eracQ and n½meracQ thr ½gh ½::

Eyler, Janet; And Others
Report of a National Study Comparing the Impacts of Service-Learning Program Characteristics on Post Secondary Students.
PUB DATE- Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997). For related documents, see CE 074 335-336.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Career Education; *Citizenship Education; Comparative Analysis; *Educational Benefits; Educational Research; Higher Education; National Surveys; Pretests Posttests; Public Service; School Community Relationship; *Service Learning; *Student Attitudes; *Student Participation

The Comparing Models of Service-Learning project surveyed the impacts of service-learning programs on students' citizenship values, skills, attitudes, and understanding nationwide. Data were obtained from 1,136 pre- and post-surveys of students who participated in service learning and 408 of their classmates who did not select service-learning options at 30 colleges and universities, as well as interviews with 65 students from 6 colleges at the start and end of the spring term. Findings indicated students who chose to participate in service-learning experiences and those who did not differed significantly on the pretest measure of virtually every outcome. Students who chose these activities were already much higher on each measure and the differences were sometimes substantial. Given these differences, colleges that hope that community service will add to the educational value of their programs may want to consider integrating these opportunities into their core curriculum. Service-learning programs appeared to have an impact on students' attitudes, values, skills, and perceptions even over the relatively brief period of a semester. The quality of the placement and its connection to the subject matter of the course had an impact on students' perceptions of what they got out of the program, on their relationships with faculty and other students, and on changes in their attitudes, skills, values, and conceptions of community issues. (Seven data tables are appended.) (YLB)

ED 408 506 CE 074 335

Eyler, Janet; And Others
Service-Learning and the Development of Expert Citizens.
PUB DATE- Mar 97
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997). For related documents, see CE 074 334-336.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Career Education; *Citizenship Education; Comparative Analysis; *Educational Benefits; Educational Research; Higher Education; National Surveys; Pretests Posttests; *Problem Solving; Public Service; School Community Relationship; *Service Learning; *Student Attitudes; *Student Participation

A research project used data from a national comparative study to examine whether service learning improved students' problem

ThΛnkΛng SkΛll⁑
IDENTIFIERS- *VΛgne⁑⁑e⁑

ManQ s⁑½den⁑⁑ vΛe s⁑a⁑Λ⁑⁑Λc⁑ a⁑ theΛr r⁑⁑ c llege c ½r⁑e. F ½r he½rΛ⁑⁑Λc⁑ tha⁑ can impr e s⁑½den⁑⁑' pr fΛcΛencQ in s⁑a⁑Λ⁑⁑Λc⁑ and in in⁑erpre⁑Λng rep r⁑⁑ f re⁑earch are pre⁑en⁑ed in thΛ⁑ paper. The he½rΛ⁑⁑Λc⁑ g½Λde s⁑½den⁑⁑' j½dgmen⁑⁑ ab ½⁑ sΛgnΛfΛcance, generalΛΛabΛlΛ⁑Q, ca½⁑e-and-effec⁑, and s⁑reng⁑h f independen⁑-dependen⁑ varΛable rela⁑Λ n⁑hΛp⁑. Pre Λ ½⁑ s⁑½dΛe⁑ f s⁑½den⁑⁑' abΛlΛ⁑Λe⁑ t in⁑erpre⁑ re⁑earch indΛca⁑ed tha⁑ fe   f them under⁑⁑ d rand m samplΛng and rand m a⁑⁑Λgnmen⁑ re⁑earch me⁑h d l gΛe⁑ a⁑ de⁑ermΛnan⁑⁑ f generalΛΛabΛlΛ⁑Q and ca½⁑e-and-effec⁑ c ncl½⁑Λ n⁑. I⁑ i⁑ s½pp ⁑ed tha⁑ s⁑½den⁑⁑ maQ faΛl t in⁑erpre⁑ re⁑earch c rrec⁑lQ beca½⁑e f the e¤cl½⁑Λ e a⁑⁑en⁑Λ n gΛ en t fac⁑½al kn ledge and s⁑a⁑Λ⁑⁑Λcal pr ced½re⁑ ra⁑her than t in⁑erpre⁑a⁑Λ n abΛlΛ⁑Λe⁑. I⁑ i⁑ rec mmended tha⁑ a large se⁑ f vΛgne⁑⁑e⁑ (re⁑earch-rep r⁑ s½mmarΛe⁑) can pr Λde the crΛ⁑Λcal me⁑h d⁑ needed f r a⁑⁑e⁑⁑Λng s⁑½den⁑ in⁑erpre⁑a⁑Λ n⁑. One aQ t impr e s⁑½den⁑⁑' in⁑erpre⁑a⁑Λ n- f-re⁑earch abΛlΛ⁑Λe⁑ i⁑ t de el p a ta¤ n mQ tha⁑ g½Λde⁑ s⁑½den⁑⁑ in theΛr j½dgmen⁑⁑. A se⁑ f ta¤ n mΛe⁑ i⁑ pr Λded tha⁑ can f½r⁑her aΛd s⁑½den⁑⁑ in an⁑ÑerΛng q½e⁑⁑Λ n⁑ ab ½⁑ vΛgne⁑⁑e⁑. A sample in⁑erpre⁑a⁑Λ n- f-re⁑earch vΛgne⁑⁑e i⁑ pre⁑en⁑ed in hΛch se en q½e⁑⁑Λ n⁑ are p ⁑ed t s⁑½den⁑⁑ hen in⁑erpre⁑Λng anQ re⁑earch rep r⁑. The s⁑½den⁑⁑' an⁑ er⁑ t the q½e⁑⁑Λ n⁑ can iden⁑ΛfQ specΛfΛc in⁑erpre⁑a⁑Λ n pr blem⁑. (RJM)

ED 408 525 CG 027 770

F r⁑Q⁑h, G. Alfred; And O⁑her⁑
De el pΛng and A⁑⁑e⁑⁑Λng S⁑½den⁑⁑' AbΛlΛ⁑Λe⁑ T In⁑erpre⁑ Re⁑earch.
PUB DATE- A½g 95
NOTE- 29p.; Paper pre⁑en⁑ed a⁑ the Ann½al Mee⁑Λng f the AmerΛcan P⁑Qch l gΛcal A⁑⁑ cΛa⁑Λ n (103rd, Ne Y rk, NY, A½g½⁑⁑, 1995). F r rela⁑ed d c½men⁑, see CG 027 769.
LANGUAGE- EnglΛ⁑h
EDRS PrΛce- MF01/PC02 Pl½⁑ P ⁑⁑age.
PUB TYPE- Inf rma⁑Λ n AnalQ⁑e⁑/S⁑a⁑e- f-⁑he-ar⁑ Ma⁑erΛal⁑ (070),Speeche⁑, C nference Paper⁑, "Paper⁑ Pre⁑en⁑ed a⁑..." (150),Te⁑⁑, Q½e⁑⁑Λ nnaΛre⁑, E al½a⁑Λ n In⁑⁑r½men⁑⁑ (160)
DESCRIPTORS- *Da⁑a In⁑erpre⁑a⁑Λ n; E al½a⁑Λ n Me⁑h d⁑; E al½a⁑Λ n Re⁑earch; *E al½a⁑Λ e ThΛnkΛng; HΛgher Ed½ca⁑Λ n; *In⁑erpre⁑Λ e SkΛll⁑; Pr fe⁑⁑Λ nal Ed½ca⁑Λ n; Re⁑earch SkΛll⁑; S⁑a⁑Λ⁑⁑Λcal AnalQ⁑Λ⁑; *S⁑½den⁑ E al½a⁑Λ n; ThΛnkΛng SkΛll⁑
IDENTIFIERS- *VΛgne⁑⁑e⁑

A recen⁑ c nference n s⁑a⁑Λ⁑⁑Λc⁑ ed½ca⁑Λ n rec mmended tha⁑ m re empha⁑Λ⁑ be placed n the in⁑erpre⁑a⁑Λ n f re⁑earch (IOR). WaQ⁑ f r de el pΛng and a⁑⁑e⁑⁑Λng IOR and pr ΛdΛng a sQ⁑⁑ema⁑Λc frame rk f r crea⁑Λng and selec⁑Λng in⁑⁑r½c⁑Λ nal ma⁑erΛal⁑ f r the independen⁑ a⁑⁑e⁑⁑men⁑ f specΛfΛc IOR c ncep⁑⁑ are the f c½⁑ f thΛ⁑ paper. The rec mmended a⁑⁑e⁑⁑men⁑ pr ced½re t e al½a⁑e IOR abΛlΛ⁑Λe⁑ c n⁑Λ⁑⁑⁑ b ⁑h f vΛgne⁑⁑e⁑ (re⁑earch-rep r⁑ s½mmarΛe⁑) and q½e⁑⁑Λ n⁑ de⁑Λgned t a⁑⁑e⁑⁑ the s⁑½den⁑⁑' in⁑erpre⁑a⁑Λ n⁑ f th ⁑e vΛgne⁑⁑e⁑. VΛgne⁑⁑e⁑ c ½ld be selec⁑ed t sQ⁑⁑ema⁑ΛcallQ varQ n dΛfferen⁑ fea⁑½re⁑, s½ch a⁑ rand m samplΛng a⁑ pp ⁑ed t ½⁑Λng an a aΛlable gr ½p f s½bjec⁑⁑. A sQ⁑⁑ema⁑Λc frame rk i⁑ in⁑r d½ced here, c n⁑Λ⁑⁑Λng f 4 fea⁑½re⁑, tha⁑ can be u⁑ed t rΛ⁑e se⁑⁑ f vΛgne⁑⁑e⁑ f r each cell f a 16-cell ta¤ n mQ. The fea⁑½re⁑ are: (1) rand m a⁑⁑Λgnmen⁑ ver⁑½⁑ cla⁑⁑ΛfΛca⁑ rQ independen⁑ varΛable; (2) a dependen⁑ varΛable tha⁑ i⁑ eΛ⁑her lΛfe-e¤perΛence meanΛngf½l r n ⁑; (3) re⁑½l⁑⁑ tha⁑ are c ½n⁑er t p p½lar belΛef⁑ r f r hΛch there i⁑ n clear e¤pec⁑a⁑Λ n

August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; *Classroom Environment; College Students; *Educational Environment; Elementary Secondary Education; Foreign Countries; Higher Education; Human Factors Engineering; *Lighting; Lighting Design; Literature Reviews; *Luminescence; Student Needs; *Visual Environment
IDENTIFIERS- Canada

The quality of indoor lighting can influence task performance, social interaction and communication, health and safety, visual comfort, student behavior, and aesthetic judgments. These by-products of lighting are examined in this literature review in an effort to define the conditions that are associated with good lighting quality. Lighting quality has been debated among lighting professionals for two decades but with little advancement due to a lack of reliable empirical evidence. Since economic considerations have driven much lighting research, most investigations have focused on lighting for offices. This literature review focuses on office lighting applications, although lighting in other settings, such as schools, is also considered. The review begins with research on the luminous environment, including its influence on social interaction and communication (i.e., findings reveal that higher luminance induced female students to communicate more). Other studies found that both male and female university students rated higher illuminance more favorably than low illuminance, yet such illuminance had no effect on self-reported stress, well-being, or fatigue. Other areas investigated include daylight, luminance distribution and illuminance uniformity across rooms, preference judgments, discomfort, and visual display terminals. Contains approximately 175 references. (RJM)

ED 408 544 CG 027 819

Borstein, Gail
A Study of Advisory.
PUB DATE- 97
NOTE- 133p.; Master's Thesis, Bank Street College of Education.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Classroom Techniques; Faculty Advisers; Literature Reviews; Middle Schools; *Pupil Personnel Services; Pupil Personnel Workers; Secondary Education; Secondary School Students; Student Needs; *Teacher Attitudes; Teacher Education; Teaching Experience; Training
IDENTIFIERS- *Adviser Effectiveness; Adviser Role; *Advisers; Advisory Approach; Middle School Students

The inclusion of advisory in the programs of middle and high school students can be a constructive innovation. Nonetheless, the underlying premise of advisory--that schools have a responsibility to meet important non-academic needs--does contain some ambiguity. The use of classroom time devoted to advisory for adolescents is investigated in this paper. The study was prompted by recurring observations that classroom advisory time was not well used. Using a series of observations and interviews, conditions in the classroom and the school which influenced outcomes, such as dropping out of high school or repeating a grade, were studied. A review of the literature

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Discussion (Teaching Technique); Elementary Education; *Questioning Techniques; *Reader Text Relationship; *Reading Comprehension; *Reading Strategies; Teaching Guides; Text Structure
IDENTIFIERS- *Author Reader Relationship; Questions

Noting that elementary-school students often fail to understand many of the ideas presented in school textbooks, this book presents the Questioning the Author (QtA) strategy, which is designed to establish students' interactions with text and build greater understanding by teaching students to question the ideas presented in the text while they are reading. The book presents many examples of QtA in action as children engage with narrative and expository texts to construct meaning. After a foreword and an introduction, chapters in the book are: (1) "What Is Questioning the Author and How Was It Developed?"; (2) "Queries"; (3) "Planning"; (4) "Discussion"; (5) "Implementation"; and (6) "Where Has Questioning the Author Been and Where Is It Going?" Contains 66 references. (RS)

ED 408 563 CS 012 842

Tamaoka, Katsuo
A Japanese Perspective on Literacy and Biliteracy: A National Paper of Japan.
PUB DATE- Dec 96
NOTE- 24p.; Paper presented at the Reading Research Symposium (Hong Kong, December 6-7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Elementary Secondary Education; Foreign Countries; Higher Education; *Japanese; *Language Acquisition; Language Skills; *Literacy; *Native Language Instruction; Reading Achievement; Sex Differences
IDENTIFIERS- *Japan; Kanji Script

This paper discusses literacy, language education, language achievement, and bilingual education policies and practices in Japan. The paper first describes the Japanese writing system (consisting of the "kana" and "kanji" scripts) and notes that students typically study English from grade 7 to the first 2 years of college. The paper then addresses the historical background and current practice of language. The paper next notes the lack of an official definition for "literacy"; that various studies have come up with different "illiteracy" rates for Japan; and that Japanese children tend to score better on mathematics tests than students from other countries, but worse on vocabulary and reading comprehension. The paper then addresses language and education, noting that girls are better than boys in kana acquisition, the area in which the children grow up did not make any difference; and that kanji characters are learned easily and can be used to make compound words. The last section (1) notes that the percentage of students who did not read any books steadily increased while the acquisition rate of kanji characters remains high; (2) once students achieve a reasonably fast speed in word coding, its efficiency no longer distinguishes their overall language ability; (3)

Sha¼ghne::::Q, MΛchael F.; Ea::::ham, NΛch la::
"RΛgh::Λng" the WrΛ::Λng Pr blem.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¼:: P ::::age.
PUB TYPE- OpΛnΛ n::/Per:: nal VΛe p Λn::::/P ::Λ::Λ n Paper::/E::::aQ:: (120)
DESCRIPTORS- *C llege EnglΛ::h; C mp¼::er A::::Λ::::ed In::::r¼c::Λ n; C mp¼::er S f:: are; HΛgher Ed¼ca::Λ n; In::::r¼c::Λ nal Impr emen::; S::¼den:: A::::Λ::¼de::; Undergrad¼a::e S::¼den::::; W rld WΛde Web; *WrΛ::Λng A::::Λ::¼de::; WrΛ::Λng (C mp ::Λ::Λ n); WrΛ::Λng DΛffΛc¼l::Λe::; *WrΛ::Λng Impr emen::; *WrΛ::Λng In::::r¼c::Λ n; *WrΛ::Λng SkΛll::
IDENTIFIERS- *Fac¼l::Q A::::Λ::¼de::

The pr blem f c llege s::¼den::::' rΛ::Λng skΛll:: r lack there f i:: generallQ agreed up n in academΛa. One ca¼::e i:: the in rdΛna::e am ¼n:: f m¼l::Λple ch Λce/::r¼e fal::e/fΛll in the blank tQpe f te:::: tha:: s::¼den:::: take in hΛgh sch l and c llege. N :: nlQ i:: there i:: a dear::h f ac::¼al cla::::e:: in rΛ::Λng a aΛlable, feñ s::¼den:::: rec gnΛΛe the need t impr e theΛr rΛ::Λng, n r are inclΛned t in e:: the tΛme, eff r::, and energQ t d s . WhΛle c mp¼::er spell and grammar check:: nlQ mΛnΛmallQ impr e rΛ::Λng q¼alΛ::Q, c mp¼::er pr gram:: s¼ch a:: AΛ::ec, WrΛ::er':: Op::Λ n::, and ::her:: can help impr e rΛ::Λng. There i::, h e er, a lack f c n::en::¼:: am ng ed¼ca:: r:: ab ¼:: the imp r::ance f rΛ::Λng and ab ¼:: the s::ep:: needed t enhance rΛ::Λng r the a arene:::: f rΛ::Λng a:: a cr¼cΛal skΛll. In::::r¼c:: r:: maQ fΛnd a::::Λ::::ance in helpΛng s::¼den:::: learn t rΛ::e in rΛ::Λng clΛnΛc:: n the W rld WΛde Web. (CR)

ED 408 584 CS 215 852

van Tr Qer, Gene
The P em in Pr ce::::: WrΛ::Λng and Re Λ::Λ n and Re Λ::Λ n and....
PUB DATE- 95
NOTE- 12p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¼:: P ::::age.
PUB TYPE- G¼Λde::/Me::h d::/TechnΛq¼e:: (F r Prac::Λ::Λ ner::) - Cla::::r m U::e - TeachΛng G¼Λde:: (F r Teacher) (052),J ¼rnal Ar::Λcle:: (080),OpΛnΛ n::/Per:: nal VΛe p Λn::::/P ::Λ::Λ n Paper::/E::::aQ:: (120)
DESCRIPTORS- Crea::Λ e De el pmen::; Crea::Λ e E¤pre::::Λ n; *Crea::Λ e WrΛ::Λng; HΛgher Ed¼ca::Λ n; *P e::rQ; P e::::; WrΛ::Λng In::::r¼c::Λ n; *WrΛ::Λng Pr ce::::e::; WrΛ::Λng SkΛll::
IDENTIFIERS- In::::r¼c::Λ nal M del::; *WrΛ::Λng C n::e::::::

ThΛ:: paper dΛ::c¼::::e::, fr m a per:: nal p Λn:: f vΛe , the pr ce:::: f rΛ::Λng a p em, fr m incep::Λ n thr ¼gh re Λ::Λ n t the fΛnal pr d¼c::. The in::en::Λ n i:: in::::r¼c::Λ nal f r anQ per:: n h Λ::he:: t e¤pl re the na::¼re f crea::Λ e, dΛrec::ed e¤pre::::Λ n in lang¼age. Beca¼::e i:: i:: a per:: nal acc ¼n::, h e er, i:: i:: idΛ ::Qncra::Λc in na::¼re and p ::::ΛblQ n :: teachable in a br ader pedag gΛcal sen::e. I:: i:: a kΛnd f rk::h p, albeΛ:: ne hΛch i:: f c¼::ed n self-crΛ::ΛcΛ::m and the in::¼Λ::Λ e per:: nal e l¼::Λ narQ pr ce:::: thr ¼gh hΛch a p em ma::¼re::. The paper a:: rΛ::::en a:: a self-reflec::Λ e a::::e::::men:: f the a¼::h r':: n appr ach t rΛ::Λng and d ne s a:: a p ::::Λble m del f r ::her:: in::ere::::ed in rΛ::Λng and h ne indΛ Λd¼al g e:: ab ¼:: the pr ce::::. Fr m an in::::r¼c::Λ nal vΛe p Λn::, s¼ch e¤plana::Λ n:: maQ pr Λde u::ef¼l t l:: f r rΛ::Λng p e::rQ, par::Λc¼larlQ in the ca::e f the n Λce. (C n::aΛn:: 3 sample:: f rΛ::Λng Λ::h re Λ::Λ n:: n ::ed; the crea::ed p em i:: appended.) (A¼::h r/CR) inf rma::Λ n in the rep r:: i:: m ::: helpf¼l hen u::ed in c nj¼nc::Λ n Λ::h the de::aΛled sch l and j¼rΛ::dΛc::Λ n rep r:::. The rep r:: n ::e:: tha:: f the nearlQ 10,000 s::¼den::: h r ::e the Jan¼arQ 1997 e¤amΛna::Λ n, 96.2% f the::e s::¼den::: achΛe ed the accep::able s::andard, and 13.4% f the::e s::¼den::: achΛe ed the s::andard f e¤cellence. The rep r:: pr Λde:: s::a::Λ:::Λcal da::a and e¤amΛner':: c mmen::: f r the reader':: re::p n::e t LΛ::era::¼re a:::Λgnmen:: and the LΛ::era::¼re c mp ::Λ::Λ n a:::Λgnmen::. I:: al:: pre::en::: s::a::Λ:::Λcal da::a, e¤amΛner::' c mmen:::, and a dΛ::c¼:::Λ n f e¤amΛna::Λ n q¼e:::Λ n:: n the readΛng p r::Λ n tha:: manQ s::¼den::: an:: ered inc rrec::lQ. (RS)

ED 408 603 CS 215 883

EnglΛ::h 33: DΛpl ma E¤amΛna::Λ n Re::¼l:::--E¤amΛner::' Rep r:: f r Jan¼arQ 1997.
PUB DATE- Jan 97
NOTE- 9p.; F r EnglΛ::h 30 DΛpl ma E¤amΛna::Λ n Re::¼l:::, see CS 215 882.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¼:: P :::age.
PUB TYPE- Rep r::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- *ReadΛng AchΛe emen::; ReadΛng C mprehen::Λ n; ReadΛng Te::::; Sec ndarQ Ed¼ca::Λ n; *WrΛ::Ang AchΛe emen::; WrΛ::Λng E al¼a::Λ n; WrΛ::Λng SkΛll::; WrΛ::Λng Te:::::
IDENTIFIERS- *Alber::a; *Re::p n::e t LΛ::era::¼re

The s¼mmarQ inf rma::Λ n in thΛ:: rep r:: pr Λde:: teacher::, sch l admΛnΛ:::ra:: r::, s::¼den:::, and the general p¼blΛc in Alber::a, Canada Λ::h an er Λe f re::¼l::: fr m the Jan¼arQ 1997 admΛnΛ:::ra::Λ n f the EnglΛ::h 33 DΛpl ma E¤amΛna::Λ n. The inf rma::Λ n in the rep r:: i:: m ::: helpf¼l hen u::ed in c nj¼nc::Λ n Λ::h the de::aΛled sch l and j¼rΛ::dΛc::Λ n rep r:::. The rep r:: n ::e:: tha:: f the nearlQ 6,000 s::¼den::: h r ::e the Jan¼arQ 1997 e¤amΛna::Λ n, 93.7% f the::e s::¼den::: achΛe ed the accep::able s::andard, and 4.5% f the::e s::¼den::: achΛe ed the s::andard f e¤cellence. The rep r:: pr Λde:: s::a::Λ:::Λcal da::a and e¤amΛner':: c mmen::: f r the per:: nal re::p n::e t LΛ::era::¼re a:::Λgnmen::, the f¼nc::Λ nal rΛ::Λng a:::Λgnmen::, and the re::p n::e t vΛ::¼al c mm¼nΛca::Λ n a:::Λgnmen::. I:: al:: pre::en::: s::a::Λ:::Λcal da::a, e¤amΛner::' c mmen:::, and a dΛ::c¼:::Λ n f e¤amΛna::Λ n q¼e:::Λ n:: n the readΛng p r::Λ n tha:: manQ s::¼den::: an:: ered inc rrec::lQ. (RS)

ED 408 604 CS 215 887

B¼rde:::, L Λ::; C b¼rn, ChrΛ:::Λne
"T elf::h NΛgh::" f r KΛd::.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¼men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),G¼Λde::/Me::h d::/TechnΛq¼e:: (F r Prac::Λ::Λ ner::) - Cla:::r m U::e - TeachΛng G¼Λde:: (F r Teacher) (052),G¼Λde::/Me::h d::/TechnΛq¼e:: (F r Prac::Λ::Λ ner::) - N n-Cla:::r m U::e (F r AdmΛnΛ:::ra::Λ e and S¼pp r:: S::aff, and f r Teacher::, Paren:::, ClergQ, e::c. in N n-Cla:::r m sΛ::¼a::Λ n::) (055)
DESCRIPTORS- Cla:::r m TechnΛq¼e::; Crea::Λ e E¤pre:::Λ n; In:::r¼c::Λ nal Inn a::Λ n; PrΛmarQ Ed¼ca::Λ n; ReadΛng In:::r¼c::Λ n; S::¼den:: De el pmen::; *S::¼den:: Par::ΛcΛpa::Λ n; Teacher De el ped Ma::erΛal::; TeachΛng G¼Λde::; *Thea::er Ar:::; WrΛ::Λng In:::r¼c::Λ n
IDENTIFIERS- Shake::peare (WΛllΛam); *T elf::h NΛgh::

AΛmed a:: prΛmarQ-age chΛldren, thΛ:: b k brΛng:: WΛllΛam

Assuming that multiculturalism is a worthwhile goal, then the role of teacher takes on a new meaning--teachers are called to become cultural reformers. As educators become aware of various learning styles and possible tendencies among specific cultures or groups, they can make adjustments to accommodate a variety of learners. Changes can be made within a dramatic literature course for undergraduate theater majors and minors. Areas of concern in discovering an individual teaching style that conforms to the needs of multicultural education are: including variety in the classroom, which recognizes different learning styles; developing a classroom democracy; and posing questions concerning culture and human relationships. Some possibilities for teaching dramatic literature are: student-led discussions of play texts; student presentations on culture represented in the texts; in-class readings of dramatic texts; student panel discussions concerning issues within the text; and student journals to be shared periodically with the class. (Contains 11 references.) (CR)

ED 408 624 CS 509 513

Gustafson, Robert L.; Thomsen, Steven R.
Merging the Teaching of Advertising and Public Relations Campaigns onto the Information Superhighway.
PUB DATE- Aug 95
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinion/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Classroom Techniques; *Curriculum Development; Higher Education; *Internet; *Online Systems; *Public Relations; Teaching Guides
IDENTIFIERS- American Association for Higher Education; Curriculum Management

The American Association for Higher Education is interested in how computers and online communication technologies can help contribute to the teaching and learning process. There are ways, the organization believes, for professors to incorporate online services into their courses without having to rethink their approaches to teaching. This paper raises the issue as to whether advertising and public relations curricula have kept up with the advances in this technology. The paper discusses the need for, and the merits of, incorporating the Internet and related services into the teaching of campaigns and techniques courses and offers some classroom applications. Contains 24 references. (Author/RS)

ED 408 625 CS 509 514

Marin, Noemi
Intercultural Challenges for Foreign Students into the Stressful Journey of Graduate School.
PUB DATE- Nov 96
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

EDRS PrΛce- MF01 Pl½:: P :::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),G½Λde::/Me::h d::/TechnΛq½e:: (F r Prac::Λ::Λ ner::) - Cla:::r m U::e - TeachΛng G½Λde:: (F r Teacher) (052)
DESCRIPTORS- Ac::Λng; Cla::: Ac::Λ Λ::Λe::; *Crea::Λ e Drama::Λc::; Crea::Λ e E¤pre:::Λ n; *Drama; Elemen::arQ Ed½ca::Λ n; In::erper:: nal C mpe::ence; Pr d½c::Λ n TechnΛq½e::; S::½den:: De el ped Ma::erΛal::; S::½den:: Par::ΛcΛpa::Λ n
IDENTIFIERS- *Drama in Ed½ca::Λ n

ThΛ:: b k pr Λde:: ea::Q-:: -f ll pr ced½re:: f r pr d½cΛng a plaQ in an elemen::arQ sch l cla:::r m. The b k dΛ::c½:::e:: ch ::Λng a plaQ, ca:::Λng, c achΛng, c :::½me::, se:::, and pr p::. The pr ce::: de::crΛbed in the b k begΛn:: Λ::h sΛmple crea::Λ e drama::Λc:: tha:: can be d ne ea::ΛlQ in cla:::, and then m e:: n t small gr ½p ac::Λ Λ::Λe:: tha:: c n::Λn½e t de el p e¤pre:::Λ e and s cΛal skΛll abΛlΛ::Λe:: a:: ell a:: b ::: self-c nfΛdence. Af::er an in::r d½c::Λ n, sec::Λ n:: f the b k are PlaQ Pr d½c::Λ n...J½::: f r the F½n f I:: ; VΛde ::ape v::. S::age Pr d½c::Λ n; Ch ::Λng the PlaQ; Crea::Λ e Drama::Λc::; De el pΛng an OrΛgΛnal PlaQ; Ca:::Λng and C achΛng; C :::½me::, Se:::, and Pr p::; The FΛnal Ac::: The Perf rmance. An appendΛ¤ pre::en::: 4 plaQ::--::he fΛr::: de el ped bQ a gr ½p f sΛ:::h grader:: u::Λng the me::h d:: in the b k, and the remaΛnΛng three de el ped prΛmarΛlQ t teach val½e:: and manner:: in specΛal ed½ca::Λ n and remedΛal readΛng cla:::e:: b½:: s½Λ::able in reg½lar cla:::e:: a:: ell. C n::aΛn:: 13 reference::. (RS)

ED 408 645 CS 509 540

DΛ en, WΛllΛam A.
In Search f A arene:::: An In:::r½c:: r':: Te::: f r S::Λm½la::Λng Oral and WrΛ:::en C mm½nΛca::Λ n::.
PUB DATE- 93
NOTE- 96p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c½men:: N :: A aΛlable fr m EDRS.
PUB TYPE- G½Λde::/Me::h d::/TechnΛq½e:: (F r Prac::Λ::Λ ner::) - Cla:::r m U::e - TeachΛng G½Λde:: (F r Teacher) (052)
DESCRIPTORS- Cla::: Ac::Λ Λ::Λe::; *C mm½nΛca::Λ n SkΛll::; DΛ::c½:::Λ n (TeachΛng TechnΛq½e); HΛgher Ed½ca::Λ n; In:::r½c::Λ nal Inn a::Λ n; *Lang½age SkΛll::; N n erbal C mm½nΛca::Λ n; Q½e:::Λ nΛng TechnΛq½e::; Sec ndarQ Ed½ca::Λ n; S::½den:: A:::Λ::½de::; *S::½den:: M ::Λ a::Λ n; TeachΛng G½Λde::; WrΛ::Λng E¤ercΛ::e::; *WrΛ::Λng In:::r½c::Λ n
IDENTIFIERS- S cra::Λc Me::h d; SpeakΛng WrΛ::Λng Rela::Λ n::hΛp; S::½den:: A arene::: Pr gram::; *WrΛ::Λng M ::Λ a::Λ n

ThΛ:: in:::r½c::Λ nal te::: Λ:: in::ended a:: an al::erna::e m ::Λ a::Λ nal g½Λde t teachΛng EnglΛ::h c mp ::Λ::Λ n. I:: c n::Λ:::: f the u::e f the q½e:::Λ n-and-an:: er, pen dΛ::c½:::Λ n appr ach--re::emblΛng t s me e:::en::, the S cra::Λc me::h d. N ne f the pr gram':: unΛ::: c n::aΛn technΛq½e:: f r teachΛng the gramma::Λcal a::pec::: f rΛ::Λng, b½:: e erQ unΛ:: enc ½rage:: s::½den::: t e¤pre::: them::el e:: freelQ n a Λde range f s½bjec::: rela::ed ΛndΛrec::lQ t the ma:::er f rΛ::Λng, and t s me e:::en::, speakΛng. The pr gram aΛm:: t e¤pand each s::½den::':: h rΛΛ n:: f a arene:::, s::Λm½la::e hΛ::/her crea::Λ ene:::, m ::Λ a::e hΛm/her t c mm½nΛca::e Λ::h grea::er en::h½::Λa::m and imagΛna::Λ n, and in::r d½ce hΛm/her t me::h d:: f enrΛchΛng c n::en::. WrΛ::Λng ac::Λ Λ::Λe:: (a paragraph a:: the c ncl½::Λ n f each unΛ::) ha e been inc rp ra::ed Λ::hΛn the te::: f the pr gram':: unΛ::: t gΛ e the in:::r½c:: r the pp r::½nΛ::Q t de::ermΛne each s::½den::':: capabΛlΛ::Λe:: Λ::h ½:: needΛng e¤ce:::Λ e v l½me:: f paper rk. Af::er an in::r d½c::Λ n and s me in:::r½c::Λ n:: the 13 unΛ::: are a:: f ll ::: (1) "Inf rmal S½r eQ--A P Λn:: f Inq½ΛrQ"; (2) "OrΛgΛn in 1994 make it easier for states and school districts to use ESEA resources to augment, expand, and support state and local reforms that will help move every child toward high standards and move the nation toward realizing the eight National Education Goals. This "companion document" to the ESEA discusses how states, school districts, and schools can link ESEA programs with each other, with Goals 2000, and with state and local programs to support coherent school reform efforts that raise achievement of all students. The document is organized around five major themes that guide ESEA programs: (1) high standards for all children, with the elements of education aligned; (2) a focus on teaching and learning; (3) partnerships among families, communities, and schools that support student achievement to high standards; (4) flexibility to stimulate local school-based and district initiatives, coupled with responsibility for student performance; and (5) resources targeted to areas of greatest needs, in amounts sufficient to make a difference. Part 1 of the document gives the background and brief history of ESEA, outlines the respective roles of ESEA and Goals 2000 in education reform, and describes how states, districts, and schools can plan for change. A table summarizes all of the programs authorized by the ESEA. Part 2 explains each of the law's five guiding themes in more detail and describes key ESEA program and statutory provisions that advance each theme. Examples illustrate how state and local programs put ESEA funds to use. Appendices contain a list of regional assistance centers, a list of guidance documents issued by the U.S. Department of Education, and the National Education Goals. (LMI)

ED 408 664 EA 028 386

U.S. Department of Education Annual Accountability Report, Fiscal Year 1996.
PUB DATE- 97
NOTE- 64p.; Prepared by the Office of the Chief Financial Officer. For the 1995 report, see ED 402 678.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140), Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accountability; Budgets; *Educational Finance; Elementary Secondary Education; *Expenditures; Federal Programs; *Financial Audits; Financial Support; Loan Repayments; *Money Management; Postsecondary Education; State Aid; Strategic Planning; Student Loan Programs
IDENTIFIERS- *Department of Education

The United States spends more than $500 billion a year on education at the elementary, secondary, and postsecondary levels. State, local, and private expenditures account for over 90 percent of the spending, and agencies of the federal government contribute less than 10 percent. This report highlights the U.S. Department of Education's current mission, priorities, and progress. The report also includes reporting requirements on financial management: the department wide unaudited financial statements, the overall condition of management controls, a progress report on audit follow up, and a status report on the timeliness of the department's vendor payments. In fiscal year 1996, the department administered $30.6 billion in educational funding that was distributed to programs supporting students of all ages. This represents only about 2 percent of the total federal budget. A table shows how each major education program was funded in fiscal year 1996. The report contains a profile of the Department of Education, mΛnΛmal rΛ∷k f lΛabΛlΛ∷Q. ThΛ∷ handb k i∷ de∷Λgned t help sch l a∷∷ rneQ∷ and sch l ffΛcΛal∷ Λ∷h the∷e varΛ ¼∷ i∷∷¼e∷ and t s¼gge∷∷ p ∷∷Λble mean∷ f a ΛdΛng legal pr blem∷. F ll Λng the f re rd bQ BenjamΛn J. Ferrara, c n∷en∷∷ incl¼de the f ll Λng ar∷Λcle∷: (1) "DΛ∷cΛplΛne f A∷hle∷e∷: D¼e Pr ce∷∷ C n∷Λdera∷Λ n∷" (Da Λd B. R¼bΛn); (2) "PlaQΛng FaΛr: LΛ∷Λga∷Λng S∷a∷e and L cal A∷hle∷Λc ElΛgΛbΛlΛ∷Q R¼le∷ Pr ∷ec∷Λng HΛgh Sch l A∷hle∷e∷" (Margare∷ A. ChΛde∷∷er); (3) "Par∷ΛcΛpa∷Λ n f DΛ∷abled and N np¼blΛc Sch l S∷¼den∷∷ in P¼blΛc Sch l A∷hle∷Λc Pr gram∷" (MarQ KaQ KlΛme∷h); (4) "Dr¼g Te∷∷Λng f In∷er∷ch la∷∷Λc A∷hle∷e∷ in P¼blΛc Sch l∷" (TΛm ∷hQ R. V lper∷); (5) "Par∷ΛcΛpa∷Λ n in A∷hle∷Λc Pr gram∷: ClearΛng the TΛ∷le IX and Eq¼al Pr ∷ec∷Λ n H¼rdle∷" (CQn∷hΛa L¼∷Λ KellQ); (6) "P¼blΛc Sch l Sp r∷∷ and RelΛgΛ n" (PΛlar S k l); (7) "S∷¼den∷ Inj¼rΛe∷ D¼rΛng PhQ∷Λcal Ed¼ca∷Λ n Cla∷∷e∷ and E¤∷rac¼rrΛc¼lar A∷hle∷Λc Ac∷Λ Λ∷Λe∷: A S¼r eQ f P ∷en∷Λal T r∷ LΛabΛlΛ∷Q f P¼blΛc Sch l Ac∷Λ Λ∷Λe∷" (Mark S. N r∷hcraf∷ and Charle∷ A. WΛllme∷); (8) "Spec∷a∷ r I∷∷¼e∷ in P¼blΛc Sch l A∷hle∷Λc∷" (J hn G. M Qer, Jr.); (9) "S∷¼den∷ A∷hle∷Λc∷ and In∷¼rance I∷∷¼e∷" (Mar∷Λn Semple and FranklΛn A. Nachman); and (10) "A∷hle∷Λc Per∷ nnel and V l¼n∷eer I∷∷¼e∷" (Jame∷ B. Ge∷∷f rd, Greg rQ H. PerrQ, and MΛchael I. Le Λn). (LMI)

ED 408 683   EA 028 416

SΛmp∷ n, D ¼gla∷ J.; Jack∷ n, MΛchael J. B.
Ed¼ca∷Λ nal Ref rm: A De eQan Per∷pec∷Λ e. CrΛ∷Λcal Ed¼ca∷Λ nal
  Prac∷Λce. V l¼me 10.
PUB DATE- 97
NOTE- 345p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- D c¼men∷ N ∷ A aΛlable fr m EDRS.
PUB TYPE- B k∷ (010),OpΛnΛ n∷/Per∷ nal VΛe p Λn∷∷/P ∷Λ∷Λ n
  Paper∷/E∷∷aQ∷ (120)
DESCRIPTORS- C n∷er a∷Λ∷m; *Ed¼ca∷Λ nal Change; *Ed¼ca∷Λ nal
  HΛ∷∷ rQ; *Ed¼ca∷Λ nal PhΛl ∷ phQ; Elemen∷arQ Sec ndarQ
  Ed¼ca∷Λ n; F ¼nda∷Λ n∷ f Ed¼ca∷Λ n; Pr gre∷∷Λ e Ed¼ca∷Λ n;
  *R le f Ed¼ca∷Λ n; *Sch l Re∷∷r¼c∷¼rΛng; S cΛal Ac∷Λ n;
  S cΛal Change; Teacher Q¼alΛfΛca∷Λ n∷; Teacher R le
IDENTIFIERS- *De eQ (J hn)

ThΛ∷ b k re-e¤amΛne∷ the reflec∷Λ e, c n∷r er∷Λal v Λce f J hn De eQ. Ed¼ca∷ r∷ and p lΛcQmaker∷ m¼∷∷ take in∷ acc ¼n∷ varΛ ¼∷ s cΛal, p lΛ∷Λcal, ec n mΛc, phΛl ∷ phΛcal, and pr fe∷∷Λ nal c n∷Λdera∷Λ n∷ tha∷ infl¼ence b ∷h f rmal and inf rmal ed¼ca∷Λ n. F ll Λng the in∷r d¼c∷Λ n bQ Har eQ Ne¼feld∷ called "Sch l Ref rm in De eQ'∷ AmerΛca," the remaΛnΛng chap∷er∷ fall in∷ f ¼r maΛn dΛ Λ∷Λ n∷. The fΛr∷∷ three chap∷er∷ pr Λde a p lΛ∷Λcal, e∷hΛcal, and phΛl ∷ phΛcal backgr ¼nd f r under∷∷andΛng De eQ'∷ th ¼gh∷ and i∷∷ ed¼ca∷Λ nal rele ance. Chap∷er∷ 4 thr ¼gh 6 e¤amΛne the r le∷, re∷p n∷ΛbΛlΛ∷Λe∷, and ed¼ca∷Λ n f a∷pΛrΛng and prac∷ΛcΛng ed¼ca∷ r∷ and de∷crΛbe the c mple¤Λ∷Q and c herence f DeñeQ'∷ vΛe p Λn∷. Chap∷er∷ 7 and 8 e¤amΛne se eral dΛfferen∷ kΛnd∷ f sch l∷ tha∷ DeñeQ belΛe ed had plaQed r c ¼ld plaQ imp r∷an∷ b¼∷ n ∷ nece∷∷arΛlQ val¼able r le∷ in de el pΛng a pr fe∷∷Λ n, preparΛng f¼∷¼re ed¼ca∷ r∷, ed¼ca∷Λng chΛldren and Q ¼∷h, and ref rmΛng s cΛe∷Q. The dΛ∷c¼∷∷Λ n in chap∷er 9 f c¼∷e∷ n the kΛnd∷ f q¼e∷∷Λ n∷ tha∷ mΛgh∷ be raΛ∷ed ere ed¼ca∷Λ nal i∷∷¼e∷ and ref rm appr ached fr m De eQ'∷ per∷pec∷Λ e. An inde¤ i∷ incl¼ded. (C n∷aΛn∷ 116 reference∷.) (LMI)

ED 408 684   EA 028 417

JaQ, TΛm ∷hQ

in a small s¼b¼rban sch l dΛ##rΛc# in Neñ Y rk S#a#e ser Λng 3,000 p¼pΛl#. The s##¼dQ e¤pl red c mm¼nΛca#Λ n Λ#hΛn the team, be# een the team and varΛ ¼# c n##Λ#¼en# gr ¼p# (e.g., paren##, c mm¼nΛ#Q member#, teacher#, e#c.), and acr ## dΛfferen# team#. In#er Λe # ere c nd¼c#ed Λ#h all member# f three b¼ΛldΛng-le el shared decΛ#Λ n-makΛng team# fr m a prΛmarQ sch l, a mΛddle sch l, and a hΛgh sch l d¼rΛng the team#' sec nd Qear f pera#Λ n. The da#a p Λn# t the imp r#ance f a sQ##emΛc, c mprehen#Λ e appr ach t e##ablΛ#h s#r¼c#¼red pa##ern# f c mm¼nΛca#Λ n. F ¼r re#earch q¼e##Λ n# ere addre##ed: (1) Wha# are the percep#Λ n# f shared decΛ#Λ n makΛng team member# c ncernΛng the me#h d# u#ed t facΛlΛ#a#e c rdΛna#Λ n and c mm¼nΛca#Λ n be#ñeen theΛr shared decΛ#Λ n makΛng team and #her gr ¼p# engaged in ed¼ca#Λ nal ref rm ac#Λ Λ#Λe# (2) Wha# are the percep#Λ n# f shared decΛ#Λ n makΛng team member# c ncernΛng the u#e f pr d¼c## (e.g., ne c¼rrΛc¼l¼m g al#, re#¼l## f s¼r eQ# de el ped bQ shared decΛ#Λ n makΛng team#, br ch¼re# dΛ##rΛb¼#ed t ed¼ca# r# and the c mm¼nΛ#Q, e#c.) pr d¼ced bQ #her team# engaged in ed¼ca#Λ nal ref rm ac#Λ Λ#Λe# (3) Wha# d shared decΛ#Λ n makΛng team member# de#crΛbe a# the me#h d# u#ed t c mm¼nΛca#e t the c n##Λ#¼en# gr ¼p# theQ repre#en# n theΛr shared decΛ#Λ n makΛng team (4) Wha# d shared decΛ#Λ n makΛng team member# s¼gge## a# effec#Λ e appr ache# t impr Λng c mm¼nΛca#Λ n ab ¼# ed¼ca#Λ nal ref rm eff r## in theΛr sch l dΛ##rΛc# Re#¼l## f the s#¼dQ are dΛ#c¼##ed. The da#a p Λn# t the dΛffΛc¼l#Q f d Λng sch l ref rm in a manner tha# incl¼de# effec#Λ e c mm¼nΛca#Λ n thr ¼gh ¼# the sQ##em. FΛ e table# are incl¼ded. (C n#aΛn# 25 reference#). (LMI)

ED 408 702 EA 028 442

BΛddle, J¼lΛe K.
PeerΛng er the TradΛ#Λ nal RΛm: A S# rQ fr m DaQ# n Ca#h lΛc Elemen#arQ.
PUB DATE- Mar 97
NOTE- 16p.; Paper pre#en#ed a# the Ann¼al Mee#Λng f the AmerΛcan Ed¼ca#Λ nal Re#earch A## cΛa#Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ#h
EDRS PrΛce- MF01 Pl¼# P #age. PC N # A aΛlable fr m EDRS.
PUB TYPE- Rep r## - Re#earch/TechnΛcal (143),Speeche#, C nference Paper#, "Paper# Pre#en#ed a#..." (150)
DESCRIPTORS- *Ca#h lΛc Sch l#; Ec n mΛcallQ DΛ#ad an#aged; Elemen#arQ Ed¼ca#Λ n; *In##Λ#¼#Λ nal Ad ancemen#; *In##Λ#¼#Λ nal MΛ##Λ n; *Paren# A##Λ#¼de#; *Paren# Sch l Rela#Λ n#hΛp; Sch l A##Λ#¼de#; Sch l C mm¼nΛ#Q Rela#Λ n#hΛp

Ca#h lΛc sch l# in the UnΛ#ed S#a#e# are engaged in a s#r¼ggle t balance mΛ##Λ n and marke# c ncern#. ThΛ# paper pre#en## a s¼r eQ tha# e¤pl re# the rea# n# hQ pred mΛnan#lQ n n-Ca#h lΛc paren## ch #e t send theΛr chΛldren t a Ca#h lΛc elemen#arQ sch l. The paper al# e¤amΛne# the Ca#h lΛc sch l'# re#p n#Λ ene## t marke# f rce# a# i# a##emp## t pre#er e i## mΛ##Λ n. DaQ# n (OhΛ) Ca#h lΛc Elemen#arQ (DCE) i# b rdered n t   sΛde# bQ l -Λnc me neΛghb rh d#. DCE faced m¼l#Λple b##acle# in the pa## t   decade# f changΛng relΛgΛ ¼# make-¼p f the s#¼den# b dQ, changΛng racΛal mΛ¤, changΛng dem graphΛc# f the neΛghb rh d, and decrea#Λng ec n mΛc re# ¼rce#. Enr llmen# i# 100 percen# AfrΛcan AmerΛcan, alm ## 90 percen# f h m are fr m n n-Ca#h lΛc famΛlΛe#. Da#a ere ga#hered thr ¼gh b#er a#Λ n, f rmal and inf rmal in#er Λeñ#, re Λe   f sch l d c¼men##, and a s¼r eQ f paren##. The s¼r eQ elΛcΛ#ed 49 re#p n#e#, a 26 percen# re#p n#e ra#e. The fΛndΛng# sh tha# DaQ# n Ca#h lΛc Elemen#arQ i# an e¤ample f a sch l tha#

in∷r d½c∷Λ n dΛ∷c½∷∷e∷ the PSE ar∷ phΛl ∷ phQ, incl½dΛng a defΛnΛ∷Λ n f the c mp nen∷∷ f a c mple∷e   rk f ar∷ (∷½bjec∷ ma∷∷er, c mp ∷Λ∷Λ n, and c n∷en∷), the s∷½dQ f hΛch i∷ in∷egra∷ed in∷ each de el pmen∷al skΛll le el in the pr gram. S∷½den∷ charac∷erΛ∷∷Λc∷ and theΛr implΛca∷Λ n∷ in crea∷Λng ar∷ (fl½encQ, fle¤ΛbΛlΛ∷Q, rΛgΛnalΛ∷Q, elab ra∷Λ n, c ½rage, c mple¤Λ∷Q, c½rΛ ∷Λ∷Q, and imagΛna∷Λ n) are dΛ∷c½∷∷ed in term∷ f the g al∷ and bjec∷Λ e∷ f the pr gram. The man½al then dΛ Λde∷ 26 ar∷ le∷∷ n∷ in∷ 3 maj r ca∷eg rΛe∷: ba∷Λc dra Λng, ba∷Λc paΛn∷Λng, and ba∷Λc claQ. Each le∷∷ n begΛn∷ Λ∷h bjec∷Λ e∷, c ncep∷∷, and backgr ½nd. V cab½larQ tha∷ i∷ u∷ed i∷ defΛned and the ma∷erΛal∷ needed f r the le∷∷ n are lΛ∷∷ed, f ll ed bQ a de∷crΛp∷Λ n f the prepara∷Λ n needed f r the le∷∷ n and s∷ep-bQ-∷∷ep implemen∷a∷Λ n in∷∷r½c∷Λ n∷. De∷crΛp∷Λ n∷ f e∷∷ended ac∷Λ Λ∷Λe∷ are al∷ incl½ded. A separa∷e sec∷Λ n dΛ∷c½∷∷e∷ rep r∷Λng and e al½a∷Λ n f ar∷ skΛll c mp nen∷∷. Blank f rm∷ are pr Λded f r s∷½den∷ e al½a∷Λ n in each f the three ca∷eg rΛe∷. A lΛ∷∷ f v cab½larQ   rd∷ u∷ed in each le∷∷ n, a gl ∷∷arQ f term∷, and a lΛ∷∷ f lΛ∷era∷½re b k∷ u∷ed Λ∷h the Na∷Λ e AmerΛcan unΛ∷ f r PSE are incl½ded. (C n∷aΛn∷ 33 reference∷.) (CR)

ED 408 721 EC 305 591

Pr jec∷ S½cce∷∷ EnrΛchmen∷: Lang½age Ar∷∷ Man½al. LΛ∷erarQ AnalQ∷Λ∷ UnΛ∷.
PUB DATE- 96
NOTE- 189p.; F r rela∷ed d c½men∷∷ n ∷her t pΛc∷ in the same pr jec∷, see ED 404 494 and EC 305 589-592.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- D c½men∷ N ∷ A aΛlable fr m EDRS.
PUB TYPE- B k∷ (010), G½Λde∷/Me∷h d∷/TechnΛq½e∷ (F r Prac∷Λ∷Λ ner∷) - Cla∷∷r m U∷e - TeachΛng G½Λde∷ (F r Teacher) (052)
DESCRIPTORS- ChΛldren∷ LΛ∷era∷½re; *CrΛ∷Λcal ReadΛng; Elemen∷arQ Ed½ca∷Λ n; EnrΛchmen∷ Ac∷Λ Λ∷Λe∷; *GΛf∷ed; *Lang½age Ar∷∷; Le∷∷ n Plan∷; LΛ∷erarQ CrΛ∷ΛcΛ∷m; LΛ∷erarQ De Λce∷; LΛ∷era∷½re ApprecΛa∷Λ n; *ReadΛng In∷∷r½c∷Λ n
IDENTIFIERS- *Ne berQ A ard

ThΛ∷ man½al f c½∷e∷ n lΛ∷erarQ analQ∷Λ∷ and i∷ in∷ended f r u∷e bQ teacher∷ u∷Λng the Pr jec∷ S½cce∷∷ EnrΛchmen∷ (PSE) pr gram t teach lang½age ar∷∷ t gΛf∷ed and tQpΛcal elemen∷arQ sch l s∷½den∷∷. The lΛ∷erarQ analQ∷Λ∷ unΛ∷ pr Λde∷ teacher∷ Λ∷h le∷∷ n∷ keQed t a n½mber f the Ne berQ A ard Λnner∷ fr m 1934-1995, al ng Λ∷h a lΛ∷erarQ analQ∷Λ∷ pr ce∷∷ tha∷ u∷e∷ lΛ∷erarQ elemen∷∷ (∷heme, pl ∷, charac∷erΛΛa∷Λ n, se∷∷Λng, and clΛma¤) and the c n∷en∷ f the b k. An in∷r d½c∷Λ n e¤plaΛn∷ the NeñberQ A ard, pr Λde∷ a lΛ∷∷ f Ne berQ A ard Λnner∷, and dΛ∷c½∷∷e∷ Ne berQ lΛ∷erarQ analQ∷Λ∷. E¤ample∷ f lΛ∷erarQ analQ∷Λ∷ char∷∷ and defΛnΛ∷Λ n∷ f lΛ∷erarQ elemen∷∷ al ng Λ∷h s∷½den∷ ac∷Λ Λ∷Q shee∷∷ f r 21 f the Ne berQ A ard ΛnnΛng b k∷ are pr Λded. The ac∷Λ Λ∷Q shee∷∷ are de∷Λgned t de el p hΛgher le el thΛnkΛng skΛll∷ and begΛn Λ∷h q½e∷∷Λ n∷ tha∷ f c½∷ chΛldren'∷ thΛnkΛng n kn ledge and c mprehen∷Λ n, then q½e∷∷Λ n∷ tha∷ ha e applΛca∷Λ n∷, and end Λ∷h q½e∷∷Λ n∷ tha∷ enc ½rage analQ∷Λ∷, sQn∷he∷Λ∷, and e al½a∷Λ n. The shee∷∷ can be d½plΛca∷ed a∷   rk∷hee∷∷ f r chΛldren t u∷e indΛ Λd½allQ, in paΛr∷, r small gr ½p∷. An∷ er keQ∷ are pr Λded f r the fΛr∷∷ 11 b k∷ (1977-90). A lΛ∷∷ f rec mmended in∷∷r½c∷Λ nal ma∷erΛal∷ f r lang½age ar∷∷ c½rrΛc½l½m tha∷ incl½de∷ Ne berQ A ard Λnner∷ i∷ pr Λded. (CR)

ED 408 722 EC 305 592

(on mathematics). The final chapter summarizes the issues and provides directions for intervention. A brief appendix presents a table of neurotransmitter effects. (Contains approximately 400 references.) (DB)

ED 408 740 EC 305 611

McBrayer, Philip; Pon-McBrayer, Kim Fong
Americans with Disabilities Act: Implications for Academic Libraries.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Libraries; *Accessibility (for Disabled); *Compliance (Legal); *Disabilities; Employment Qualifications; *Equal Opportunities (Jobs); Higher Education; Librarians; Occupational Information
IDENTIFIERS- *Americans with Disabilities Act 1990

This paper examines how key provisions of the Americans with Disabilities Act affect the operations of academic libraries. First, the paper summarizes the provisions of the ADA's five titles that deal with: (1) employment of people with disabilities; (2) accessibility of public buildings; (3) modifications to existing and new construction; (4) telecommunications; and (5) miscellaneous provisions. Next, the paper examines implications for academic libraries. A section on accommodations for patrons with disabilities stresses the tension between "reasonable accommodation" and "undue hardship" and identifies technological and structural solutions to accessibility problems. Discussion of the ADA and employment of librarians with disabilities focuses on changes in statements of job requirements. Cost issues of implementing the ADA are briefly considered. (Contains 20 references.) (DB)

ED 408 741 EC 305 612

Special Education Mediation in Idaho: "Managing Parent and School Conflict through Effective Communication."
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Conflict Resolution; *Disabilities; Elementary Secondary Education; *Parent School Relationship; *Special Education; State Standards
IDENTIFIERS- *Idaho; *Mediation

This booklet provides Idaho guidelines for the mediation process to resolve conflicts between parents and schools regarding the educational program for a special education student. After an outline of the mediation process, mediation is compared to the impartial due process hearing and the complaint investigation process. Principles of the process are then specified. Other considerations briefly discussed or outlined are the appointment of a mediator, the mediator role, the roles of parents and schools, recommended preparation for the mediation session, and the stages of the mediation process. Nine policies

ED 408 759 EC 305 630

Weishaar, Mary Konya

How Beginning Teachers Can Defend IEP Decisions in a Due Process Hearing.

PUB DATE- Apr 97

NOTE- 7p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beginning Teachers; *Disabilities; *Due Process; Elementary Secondary Education; Hearings; *Inclusive Schools; *Individualized Education Programs; Mainstreaming; Student Needs; *Student Placement

This paper lists five principles to consider that will enable beginning teachers to defend Individualized Education Program (IEP) decisions for students with disabilities in due process hearings. The first principle urges teachers to consider placing children with disabilities in regular education with supplemental aids and services when making placement decisions. A four-factor balancing test is provided that asks teachers to consider the educational benefits of placing the child in a full-time education program, the non-academic benefits, the effect the child would have on the teacher and other students, and the placement's costs. The second and third principles state that decisions should be made in the child's best interests and should always be individualized, and that general education teachers who will have a child with a disability in his/her class should be fully aware of the nature and extent of the child's IEP. The fourth principle highlights the need for a full continuum of services to be available. The final principle urges teachers to use the IEP to document the placements considered, the rationales for rejection of placements, and the rationale for the recommended placement. Each of the principles includes a list of questions for self-assessment for compliance with the principle. (CR)

ED 408 760 EC 305 631

Rahamin, Robert

Perceptions of Special Education Teachers in Ohio of the Implementation of Community-Based/Functional Curriculum for Students with Severe Disabilities.

PUB DATE- Apr 97

NOTE- 27p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Curriculum Design; Elementary Secondary Education; *Outcomes of Education; Program Effectiveness; Program Implementation; *Regular and Special Education Relationship; School Community Programs; *Severe Disabilities; Special Education; *Special Education Teachers; Surveys; *Teacher Attitudes

IDENTIFIERS- Ohio

f r s::½den:: Λ::h dΛ::abΛlΛ::Λe:: tha:: a:: c nd½c::ed acr :::: 24 sch l dΛ Λ::Λ n:: in VΛrgΛnΛa. (Each ar::Λcle c n::aΛn:: reference::.) (CR)

ED 408 778 EC 305 659

Magne, Ol f
"Le C n::ra:: S cΛal"--and a Ne C½rrΛc½lar Appr ach t Incl½::Λ e Ed½ca::Λ n. Occ½pa::Λ nal Opp r::½nΛ::Λe:: and S cΛal C mpe::ence. ReprΛn:::: and MΛnΛprΛn::::, N . 859.
PUB DATE- Oc:: 96
NOTE- 23p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl½:: P ::::age.
PUB TYPE- G½Λde::/Me::h d::/TechnΛq½e:: (F r Prac::Λ::Λ ner::) - N n-Cla::::r m U::e (F r AdmΛnΛ::::ra::Λ e and S½pp r:: S::aff, and f r Teacher::, Paren::::, ClergQ, e::c. in N n-Cla::::r m sΛ::½a::Λ n::) (055),OpΛnΛ n::/Per:: nal VΛeñp Λn::::/P ::Λ::Λ n Paper::/E::::aQ:: (120),Rep r:::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141)
DESCRIPTORS- *C½rrΛc½l½m De::Λgn; *C½rrΛc½l½m De el pmen::; *DΛ::abΛlΛ::Λe::; Ec l gΛcal Fac:: r::; Ed½ca::Λ nal PhΛl :: phQ; Ed½ca::Λ nal The rΛe::; Elemen::arQ Sec ndarQ Ed½ca::Λ n; F reΛgn C ½n::rΛe::; *Incl½::Λ e Sch l::; *IndΛ Λd½alΛΛed In::::r½c::Λ n; *S cΛal En Λr nmen::
IDENTIFIERS- *S cΛal C n::rac::; S eden
ThΛ:: S edΛ::h paper dΛ::c½::::e:: the de::Λgn f an incl½::Λ e c½rrΛc½l½m f r s::½den:::: Λ::h dΛ::abΛlΛ::Λe:: ba::ed n R ½::::ea½'::: c ncep:: f a s cΛal c n::rac::. The imp r::ance f a c½rrΛc½lar phΛl :: phQ in hΛch s cΛal c mpe::ence and ec l gΛcal c ndΛ::Λ n:: are cr½cΛal pr Λ::Λ n:: in shapΛng the c½rrΛc½l½m i:: dΛ::c½::::ed. The s cΛal c n::rac:: phΛl :: phQ i:: u::ed t e¤amΛne the r le f the sch l and the indΛ Λd½alΛΛa::Λ n f ed½ca::Λ n f r chΛldren Λ::h specΛal need::. BQ u::Λng a fac:: r-Λn::erplaQ m del f teachΛng, ed½ca:: r:: ½ld sΛm½l::ane ½::lQ c n::Λder in de::ΛgnΛng an ed½ca::Λ nal pr gram the c n::en:: f a pr p ::ed learnΛng pr gram and the s::½den::'::: capacΛ::Q t learn the inf rma::Λ n. A s::½den::-cen::ered c½rrΛc½lar the rQ i:: pre::en::ed in hΛch each s::½den::'::: perf rmance and in::ere:::: are c n::Λdered and t pΛc area:: are prΛ rΛ::ΛΛed acc rdΛng t the need:: f the s::½den::. Ec l gΛcal per::pec::Λ e:: are e¤amΛned al ng Λ::h the imp r::ance f a harm nΛ ½:: ed½ca::Λ nal clΛma::e. G½ΛdelΛne:: are pr Λded f r the ed½ca::Λ nal pr ce::::, incl½dΛng makΛng ed½ca::Λ n t leran:: f and meanΛngf½l t s::½den:::: Λ::h dΛ::abΛlΛ::Λe::, pr ΛdΛng an appr prΛa::e ed½ca::Λ n, enc mpa::::Λng na::½ralΛΛed and ac::½alΛΛed learnΛng, teachΛng prac::Λcal skΛll:: f r daΛlQ applΛca::Λ n and c mpe::encΛe:: f a pre ca::Λ nal and v ca::Λ nal na::½re, and dΛrec::Λng ed½ca::Λ n t ard the t ::al per:: n. (C n::aΛn:: 21 reference::.) (CR)

ED 408 779 EC 305 660

MeQer::, J el; And O::her::
I:: SpecΛal Ed½ca::Λ n F rg ::::en in Ed½ca::Λ nal Ref rm
SPONS. AGENCY- OffΛce f SpecΛal Ed½ca::Λ n and RehabΛlΛ::a::Λ e Ser Λce:: (ED), Wa::hΛng:: n, DC.
PUB DATE- 97
NOTE- 52p.; Paper pre::en::ed a:: the Ann½al Mee::Λng f the AmerΛcan Ed½ca::Λ nal Re::earch A:::: cΛa::Λ n (ChΛcag , IL, March 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC03 Pl½:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- DecΛ::Λ n MakΛng; *DΛ::abΛlΛ::Λe::; *Ed½ca::Λ nal Inn a::Λ n; *Ed½ca::Λ nal PlannΛng; Elemen::arQ Sec ndarQ

in::er en::Λ n f th ::e varΛable:: f ½nd effec::Λ e in the fΛr::: fΛ e s::½dΛe::. Each s::½dQ cc½rred in ed½ca::Λ nal se:::Λng:: and mea::½red the acq½Λ::Λ::Λ n, maΛn::enance, and generalΛΛa::Λ n f a f½nc::Λ nal skΛll f r 20 s½bjec::: Λ::h se ere dΛ::abΛlΛ::Λe::. The rep r:: incl½de:: a lΛ::: f the pr jec::':: ac::Λ Λ::Λe::, acc mplΛ::hmen:::, and re::earch ar::Λcle::, pre::en::a::Λ n::, and rk::h p::, hΛch ere par:: f the dΛ:::emΛna::Λ n eff r:::. (CR)

ED 408 796   EC 305 678

F gel, NancQ S.
The U::e f Ad ance VΛ::½al Marker:: (AVM::) T Teach EnglΛ::h SQn::a¤ t the Deaf. The AVM Pr jec::: FΛnal Rep r::.
SPONS. AGENCY- SpecΛal Ed½ca::Λ n Pr gram:: (ED/OSERS), Wa::hΛng:: n, DC.
PUB DATE- Oc:: 89
NOTE- 177p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC08 Pl½:: P :::age.
PUB TYPE- Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141)
DESCRIPTORS- AmerΛcan SΛgn Lang½age; *A:::Λ:::Λ e De Λce:: (f r DΛ::abled); *C mp½::er U::e:: in Ed½ca::Λ n; Elemen::arQ Sec ndarQ Ed½ca::Λ n; *EnglΛ::h In:::r½c::Λ n; *HearΛng ImpaΛrmen:::; ReadΛng In:::r½c::Λ n; *SQn::a¤; *VΛ::½al AΛd::; WrΛ::Λng In:::r½c::Λ n
IDENTIFIERS- Ad anced VΛ::½al Marker::; Apple MacΛn:: ::h

ThΛ:: fΛnal rep r:: de::crΛbe:: an effec::Λ e, c mp½::er-ba::ed me::h d f c mm½nΛca::Λng ne¤ sQn::ac::Λc kn ledge t s::½den::: Λ::h deafne:::. "Ch ::Λng AVM::," the fΛr::: in::er en::Λ n de el ped n the MacΛn:: ::h c mp½::er, u::ed ad anced vΛ::½al marker:: (AVM::) (Λc n::) t c mm½nΛca::e the e:::ence f the sQn::ac::Λcal s::r½c::½re t be ta½gh:: bQ: (1) cap::½rΛng facΛal e¤pre:::Λ n:: tha:: are u::ed a:: lΛng½Λ:::Λc marker:: in AmerΛcan SΛgn Lang½age; (2) u::ΛlΛΛΛng in::erna::Λ nal sQmb l::; and (3) empl QΛng ::her vΛ::½al de Λce:: t c mm½nΛca::e sQn::ac::Λc inf rma::Λ n t deaf learner:: h d n :: ha e the readΛng c mprehen::Λ n skΛll:: nece:::arQ t relQ s lelQ n te:::½al cl½e:: and inf rma::Λ n. "The Ye::-N Game," the sec nd c mp½::erΛΛed in::er en::Λ n de el ped, al:: u::ΛlΛΛed the hΛgh re:: l½::Λ n graphΛc:: capabΛlΛ::Q f the MacΛn:: ::h t achΛe e the vΛ::½al effec::: e:::en::Λal t the in:::r½c::Λ nal appr ach, b½:: i:: empha::ΛΛed vΛ::½al cl½e:: ::her than ad anced vΛ::½al marker ic n::. WrΛ:::en and graphΛc c rrec::Λ e feedback re::p nded specΛfΛcallQ t each err r tha:: s::½den::: made in b½ΛldΛng EnglΛ::h q½e:::Λ n::, and enabled them t c rrec:: theΛr mΛ::½nder:::andΛng::. WΛ::h acc mpanQΛng pΛc::½re:: t aΛd c mprehen::Λ n, and Λ::h m½l::Λple pp r::½nΛ::Λe:: t prac::Λce and t receΛ e immedΛa::e vΛ::½al feedback, s::½den::: Λ::h deafne::: ere able t   erc me theΛr dΛffΛc½l::Λe:: in b½ΛldΛng Qe::-n q½e:::Λ n:: in EnglΛ::h. AppendΛce:: incl½de sample screen:: fr m the pr gram::. (C n::aΛn:: 46 reference::.) (A½::h r/CR)

ED 408 797   EC 305 679

L ng , Ann MarΛe; And O::her::
TeachΛng Ba::Λc ReadΛng SkΛll:: t Ad le::cen::: Λ::h Beha Λ ral DΛ:: rder::.
PUB DATE- 97
NOTE- 15p.; Paper pre::en::ed a:: the Ann½al C n en::Λ n f the C ½ncΛl f r E¤cep::Λ nal ChΛldren (75::h, Sal:: Lake CΛ::Q, UT, AprΛl 9-13, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl½:: P :::age.
PUB TYPE- Rep r::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)

support; (2) newborn assessment and intervention in substance abuse, infant development, mother-child relationship, and family support; (3) follow-up assessment and intervention in the same areas; (4) intervention/training with community agencies that provide care for substance abusing families and their infants; (5) the coordination of an interagency group for families with substance abuse disorders; and (6) a 2-year replication of the ICP in a community health department. Evaluation data indicate that participation in the project was associated with improved compliance with prenatal care, reduced drug use during pregnancy, improved obstetric outcomes, and an increased likelihood of the mother retaining custody at 12 months postpartum. Child developmental outcomes at 12 months were similar for those recruited prenatally and the controls who had no drug use. (CR)

ED 408 815 EC 305 703

Mitchell, David, Ed.; Kugelmass, Judy, Ed.
New Models for Reforming Special Education. DISES Volume 4.
PUB DATE- 97
NOTE- 59p.; For Volume 3, see ED 393 245.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Comparative Education; Cultural Differences; Cultural Influences; *Disabilities; *Educational Innovation; *Educational Legislation; Educational Practices; Elementary Secondary Education; Foreign Countries; *Government School Relationship; *Inclusive Schools; Laws; Mainstreaming; Public Policy; *Special Education; Theory Practice Relationship

The seven articles in this monograph explore the relationship between legislation and policies/regulations directed at the education of students with special educational needs, and actual practices in schools and classrooms. The first article, "The Impact of Special Education Legislation on Schooling: A United States Perspective" (Mary Lynn Boscardin), discusses the possibilities and problems associated with the impact of special education legislation and school reform movements on the education of students with disabilities in the United States. "Dilemmas, Contradictions and Democracy: Models in the Governance of Special Needs Education in England and Wales" (Alan Dyson), describes the tensions posed by the realignment of power and responsibility among the central government, local education authorities, and individual schools in special education in England and Wales. "Special Education Legislation and Policies in the Context of Education Reforms: The New Zealand Model" (David Mitchell), focuses on ways New Zealand is attempting to build flexibility into its education reform agenda. "Legal Rights of Students With Disabilities: Indicators of Legislative Performance in Canada" (William J. Smith and William F. Foster), discusses the problems of educational equity in Canada within a social/political context. "Meeting Special Educational Needs within a Legislative Framework: The Scottish Experience" (George O. B. Thomson), considers the impact of legislation to support provision for special educational needs within the Scottish context. "Legislation in Australian Special Education Intent and Effect: The Impact on Child, Family and Teacher" (Roy I. Brown), discusses the dichotomy between legislation governing special education and special education practices in Australia. The final article, "Brazilian Special Needs Education: Conceptual Framework and Policy for the 1990s" (Georgia M. Kerns and F. S. Cavalcante, Jr.), discusses inclusion, special education teacher pa∷∷Λ e∷ and caƔ∷a∷Λ e∷, ten∷e/a∷pec∷/m d); e∷∷ended sen∷ence∷ (c rdΛna∷Λ n and sƔb rdΛna∷Λ n, c mple¤ sen∷ence∷, mΛ¤ed sen∷ence∷); and dΛ∷c Ɣr∷e (∷he sen∷ence-dΛ∷c Ɣr∷e c nnec∷Λ n, speech ac∷∷, h n rΛfΛca∷Λ n, t pΛc and f cƔ∷, dΛ∷c Ɣr∷e reference∷, dΛ∷c Ɣr∷e analQ∷Λ∷). C n∷aΛn∷ 114 reference∷. (MSE)

ED 408 835 FL 024 586

VaƔ¤, Ber∷
ArmenΛan PlƔral Selec∷Λ n and the Na∷Ɣre f Le¤Λcal SQllabΛfΛca∷Λ n.
PUB DATE- MaQ 97
NOTE- 21p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 PlƔ∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - E alƔa∷Λ e/Fea∷ΛbΛlΛ∷Q (142)
DESCRIPTORS- *ArmenΛan; LangƔage Pa∷∷ern∷; LangƔage Re∷earch; LΛngƔΛ∷∷Λc The rQ; *M rph l gQ (LangƔage∷); *N Ɣn∷; *Ph n l gQ; *PlƔral∷; *SQllable∷; Unc mm nlQ TaƔgh∷ LangƔage∷

Pa∷∷ern∷ f plƔral selec∷Λ n in ArmenΛan sƔgge∷∷ tha∷ le¤Λcal repre∷en∷a∷Λ n∷ f m rpheme∷ mƔ∷∷ inclƔde predΛc∷able sQllabΛc s∷rƔc∷Ɣre, c n∷rarQ t m ∷∷ the rΛe∷ f ph n l gQ, and tha∷ s me ph n l gΛcal rƔle∷ sƔch a∷ sQllabΛfΛca∷Λ n maQ precede m rph l gΛcal rƔle∷, c n∷rarQ t the the rQ f dΛ∷∷rΛbƔ∷ed m rph l gQ. FƔr∷herm re, cer∷aΛn segmen∷∷ a∷ the edge∷ f m rph l gΛcal d maΛn∷ are n ∷ sQllabΛfΛed in le¤Λcal repre∷en∷a∷Λ n∷, and are sQllabΛfΛed a∷ a la∷er s∷age in the derΛ a∷Λ n. The fΛndΛng∷ are sƔpp r∷ed bQ analQ∷Λ∷ f, and acc Ɣn∷∷ f r, pa∷∷ern∷ in b ∷h S∷andard Ea∷∷ern and S∷andard We∷∷ern ArmenΛan. C n∷aΛn∷ 11 reference∷. (MSE)

ED 408 836 FL 024 587

ChΛ∷Λ-Ba∷ellΛ, Andrea
P Ɣr une p lΛ∷ΛqƔe de l'e∷peran∷ (T ard a P lΛ∷Λc∷ f E∷peran∷).
PUB DATE- 97
NOTE- 27p.
LANGUAGE- French
EDRS PrΛce- MF01/PC02 PlƔ∷ P ∷∷age.
PUB TYPE- OpΛnΛ n∷/Per∷ nal VΛe p Λn∷∷/P ∷Λ∷Λ n Paper∷/E∷∷aQ∷ (120)
DESCRIPTORS- *CƔl∷Ɣral PlƔralΛ∷m; Dem cra∷Λc ValƔe∷; DΛachr nΛc LΛngƔΛ∷∷Λc∷; EdƔca∷Λ nal PlannΛng; *E∷peran∷ ; F reΛgn C Ɣn∷rΛe∷; FƔ∷Ɣre∷ (f S cΛe∷Q); LangƔage A∷∷Λ∷Ɣde∷; *LangƔage PlannΛng; *LangƔage R le; OffΛcΛal LangƔage∷; *P lΛ∷Λcal InflƔence∷; P lΛ∷Λc∷ f EdƔca∷Λ n
IDENTIFIERS- EƔr pe

T danger∷ t lΛngƔΛ∷∷Λc and cƔl∷Ɣral plƔralΛ∷m are e¤amΛned: (1) tha∷ the gr Λng p er f the maj r na∷Λ nal langƔage∷ threa∷en∷ the verQ e¤Λ∷∷ence f le∷∷ c mm nlQ sp ken langƔage∷, and (2) tha∷ the spread f EnglΛ∷h a∷ a unΛ er∷al lΛngƔa franca threa∷en∷ e en the maj r na∷Λ nal langƔage∷. MƔch a∷∷en∷Λ n i∷ gΛ en t the fΛr∷∷ i∷∷Ɣe, bƔ∷ le∷∷ t the sec nd. The pa∷∷ern i∷ sΛmΛlar t tha∷ f La∷Λn, hΛch er∷ k ∷her langƔage∷ earlΛer in hΛ∷∷ rQ prΛmarΛlQ becaƔ∷e f the p lΛ∷Λcal p er behΛnd i∷. I∷ i∷ pr p ∷ed tha∷ E∷peran∷ ha∷ a p ∷en∷ΛallQ maj r r le in addre∷∷Λng thΛ∷ pr blem, par∷ΛcƔlarlQ Λ∷hΛn the EƔr pean UnΛ n, bQ b ∷h crea∷Λng a c mm n, dem cra∷Λc mean∷ f c mmƔnΛca∷Λ n Λ∷hΛn the UnΛ n and s∷emmΛng the rΛ∷e f EnglΛ∷h. Re∷earch sƔpp r∷Λng the ra∷Λ nalΛ∷Q and sΛmplΛcΛ∷Q f E∷peran∷ , the ea∷e Λ∷h hΛch i∷ i∷ learned, and the e∷∷en∷ t hΛch i∷ facΛlΛ∷a∷e∷ the learnΛng f ∷her m dern langƔage∷ i∷ rep r∷ed. (MSE)

Bachel r f Ar∷∷ pr gram in EnglΛ∷h Lang½age and LΛ∷era∷½re ffered a∷ the UnΛ er∷Λ∷Q f CQpr½∷. The s½bjec∷∷ ere admΛnΛ∷∷ered a 20-Λ∷em LΛker∷-∷Qpe q½e∷∷Λ nnaΛre mea∷½rΛng a∷∷Λ∷½de∷ t ard a hQp ∷he∷Λcal r∷h graphΛc ref rm scheme and h i∷ maQ affec∷ readΛng c mprehen∷Λ n, the "charac∷er" f the lang½age, the s∷r½c∷½re and seman∷Λc∷ f the lang½age, i∷∷ acq½Λ∷Λ∷Λ n bQ na∷Λ e an n nna∷Λ e speaker∷, and Greek thΛnkΛng and na∷Λ nal iden∷Λ∷Q. The pr p ∷ed lang½age change∷ incl½ded re∷en∷Λ n f se eral r∷h graphΛc sQmb l∷ and elΛmΛna∷Λ n f a n½mber f ∷her∷. Re∷½l∷∷ ΛndΛca∷e the re∷p nden∷∷' c ncern∷, in declΛnΛng rder, ere rela∷ed t the dΛffΛc½l∷Λe∷ tha∷ s½ch a ref rma∷Λ n ½ld crea∷e in fΛndΛng the "e∷Qm l gQ" f manQ Greek rd∷. TheQ p Λn∷ ½∷ the dΛffΛc½l∷Λe∷ tha∷ Λll be crea∷ed in dΛ∷∷Λng½Λ∷hΛng be∷ñeen paΛr∷ f rd∷. Par∷ΛcΛpan∷∷ al∷ ere c ncerned tha∷ the hΛ∷∷ rΛcal c n∷Λn½Λ∷Q r the lΛnk be∷ een ancΛen∷ and m dern Greek ½ld be l ∷∷. O∷her c ncern∷ ere the e∷pen∷e∷ in l ed in reprΛn∷Λng lder b k∷, effec∷ n the lang½age'∷ charac∷er, dΛ∷∷Λng½Λ∷hΛng be∷ een l an rd∷ and a½∷hen∷Λc Greek rd∷, and the effec∷ n Greek na∷Λ nal iden∷Λ∷Q and lΛng½Λ∷∷Λc iden∷Λ∷Q. TheQ dΛd feel the ne sQ∷∷em ½ld rem e b∷∷acle∷ t the learnΛng f Greek bQ f reΛgner∷. C n∷aΛn∷ nΛne reference∷. (MSE)

ED 408 856 FL 024 624

Hall, S∷ephen
In∷egra∷Λng Pr n½ncΛa∷Λ n f r Fl½encQ in Pre∷en∷a∷Λ n SkΛll∷.
PUB DATE- Mar 97
NOTE- 14p.; Paper pre∷en∷ed a∷ the Ann½al Mee∷Λng f the Teacher∷ f EnglΛ∷h t Speaker∷ f O∷her Lang½age∷ (31∷∷, Orland , FL, March 11-15, 1997).
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl½∷ P ∷∷age.
PUB TYPE- Inf rma∷Λ n AnalQ∷e∷/S∷a∷e- f-∷he-ar∷ Ma∷erΛal∷ (070),Rep r∷∷ - E al½a∷Λ e/Fea∷ΛbΛlΛ∷Q (142),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- Cla∷∷r m TechnΛq½e∷; *EnglΛ∷h (Sec nd Lang½age); F reΛgn C ½n∷rΛe∷; Lang½age Fl½encQ; M½∷∷½al In∷ellΛgΛbΛlΛ∷Q; *Pr n½ncΛa∷Λ n In∷∷r½c∷Λ n; *P½blΛc SpeakΛng; Sec nd Lang½age In∷∷r½c∷Λ n; Speech C mm½nΛca∷Λ n; *Speech SkΛll∷; *S½pra∷egmen∷al∷

Pr n½ncΛa∷Λ n teachΛng f the segmen∷al a∷pec∷∷ need∷ t be balanced Λ∷h the incl½∷Λ n f learner a arene∷∷ f s∷re∷∷, rhQ∷hm, in∷ na∷Λ n and meanΛngf½l pr d½c∷Λ n. Ye∷ manQ f rma∷∷ f r pr n½ncΛa∷Λ n teachΛng d n ∷ place the∷e skΛll∷ and an a arene∷∷ f the s½pra∷egmen∷al fea∷½re∷ in eΛ∷her a c mm½nΛca∷Λ e f rma∷ r a specΛfΛc speakΛng sΛ∷½a∷Λ n. Learner∷' rea∷ n∷ f r impr Λng pr n½ncΛa∷Λ n maQ, h e er, be q½Λ∷e specΛfΛc. F r manQ ESL and EFL learner∷ skΛllf½l pr n½ncΛa∷Λ n i∷ lΛnked Λ∷h effec∷Λ e pre∷en∷a∷Λ n in an in∷erna∷Λ nal c n∷e∷∷ f de el pΛng gl balΛa∷Λ n. The paper pre∷en∷∷ a ca∷e f r the applΛca∷Λ n f pr n½ncΛa∷Λ n de el pmen∷ t the need∷ f learner∷ h are under∷akΛng pre∷en∷a∷Λ n skΛll∷ c ½r∷e∷ r speech c mm½nΛca∷Λ n traΛnΛng. A range f pr n½ncΛa∷Λ n skΛll∷ applΛcable t pre∷en∷a∷Λ n speakΛng c ½r∷e∷ are pre∷en∷ed Λ∷hΛn a frameñ rk f in∷egra∷Λng acc½racQ skΛll∷ Λ∷h fl½encQ de el pmen∷. E Λdence f the imp r∷ance f the lΛnk∷ be∷ een s½pra∷egmen∷al a arene∷∷ and pr d½c∷Λ n i∷ dΛ∷c½∷∷ed. Sec ndlQ, the prac∷Λcal applΛca∷Λ n f speech pr d½c∷Λ n appr ache∷ Λll be lΛnked t the gr Λng marke∷place demand f r pre∷en∷a∷Λ n skΛll∷ in b ∷h EFL and ESL sΛ∷½a∷Λ n∷. (A½∷h r)

ED 408 857 FL 024 625

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Building Operation; *College Buildings; Educational Facilities Improvement; *Educational Facilities Planning; Energy Management; Higher Education; *Inspection; Program Administration; *School Maintenance; Supervision

The problems of deferred maintenance and decaying campus infrastructure have troubled higher education for the past two decades. This book, designed to be a tool for facilities managers, describes a process for inspecting and reporting conditions of buildings and infrastructure. The audit process is meant to be a routine part of maintenance management so that application of the techniques described can be part of predictive methods of determining facilities management requirements and capital renewal and replacement programs. The first chapter introduces the facilities audit covering its purpose, structure, uses, users, how it relates to capital assets management, terminology, and how to adapt it for local needs. The process of preparing for an audit is described in chapter 2 including the program, the condition inspection process, and use of functional performance evaluations. Chapter 3 discusses the design of the audit including determining its scope, selecting the audit team, planning the inspection, and information requirements. Data collection is covered in the fourth chapter which discusses conducting inspections and the inspection report forms. Chapter 5 is on summarizing inspection results including evaluating the inspection program, preparing summary reports, and planning future audits. The sixth chapter is on the final step of the audit process, presentation of the audit to management and others. Chapter 7 describes capital renewal: putting the audit to work (capital renewal planning, project prioritization, resource allocation, and funding/planning). The appendices comprising half of the document provide 24 sample inspection forms and checklists. (Contains 140 references.) (JLC)

ED 408 876   HE 030 190

Heinz, John A.; Casault, Rick
The Building Commissioning Handbook.
PUB DATE- 96
NOTE- 311p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Building Operation; *Construction Management; Contracts; *Educational Facilities Planning; Higher Education; Program Administration; Supervision

This book discusses building commissioning, which is the process of certifying that a new facility meets the required specifications. As buildings have become more complex, the traditional methods for building start-up and final acceptance have been proven inadequate, and building commissioning has been developed, which often necessitates the use of outside consultants to monitor the process. One-half of the guide details the roles of the consultant, contractor, test engineer, commissioning agent, and owner. It describes the process, the needed equipment testing, system functional performance testing, scheduling, documentation, training, costs, and the

Education; Community Organizations; Comparative Analysis; Dislocated Workers; Educational Objectives; Educational Practices; Educational Principles; Educational Theories; *English (Second Language); *Financial Support; Grants; *Ideology; *Immigrants; Job Training; Literacy Education; Second Language Learning; Theory Practice Relationship; Voluntary Agencies; *Womens Education; *Workplace Literacy
IDENTIFIERS- California (San Francisco Bay Area); Freire (Paulo)

The effects of ideological assumptions about teaching, learning, and the labor market and the impact of differing funding sources on community-based organizations' efforts to prepare immigrant/refugee women for jobs in the United States were examined through a study of programs sponsored by two San Francisco Bay area community organizations--the Women Immigrants' Group (WIG) and Community Advocates for Career Development (CACD). Staff and participants in the two programs were interviewed. The WIG program, which is staffed almost completely by volunteers, was formed in response to the needs of many low-income Asian immigrant women and is based on the principles of Freire and feminism and a commitment to "transformative" education. The CACD program, which began in the 1960s as a church program for Chinese immigrants, now works to provide tools of empowerment to diverse communities and offers job training, internship, and job placement services to immigrants from all areas and to displaced workers. The study revealed how the ideological underpinnings of the WIG program and funding constraints of the CACD program can shape workplace programs serving immigrant women. It was concluded that, although both programs have participants' interests at heart, neither is able to fulfill its commitment because of internal and external constraints. (Contains 20 references.) (MN)

ED 408 428 CE 074 138

Katz, Mira-Lisa; Jury, Mark
Literacies in a Changing Workplace: A Look at the Uses of Literacy in a Multi-ethnic, High-tech Electronics Factory.
PUB DATE- 26 Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 26, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Basic Skills; *Competence; Educational Needs; Employment Potential; *Ethnic Groups; *Futures (of Society); *Job Skills; Manufacturing; Technological Advancement; *Workplace Literacy

Many studies and much "common knowledge" in the United States today decry the quality of the work force and the "basic literacy needs" of today's and tomorrow's workers. Widespread concern exists that U.S. workers are ill-equipped to compete in the global marketplace and that schools and vocational programs are failing to keep pace with changing skills requirements. Comments about "skills deficits" and lack of workforce preparedness have increased as the number of women, minorities and immigrants entering the workforce have increase. A 3-year observational study, however, found different realities. The study involved two contract manufacturers of circuit board assemblies, the fastest growing and one of the most competitive branches of the electronics industry. The purpose of the study was to: (1) identify in ethnographic detail the literacy-related skills that are required in changing workplaces; (2) to compare the literacy requirements of "high performance"

Relevance (Education); Salary Wage Differentials; Secondary Education; Sex Differences; *Strategic Planning; Trend Analysis; Unemployment
IDENTIFIERS- *International Standards; Organisation for Economic Cooperation Development; *Quality Indicators

This book contains 11 reports describing the conceptual, methodological, and policy problems encountered during development of the international indicators known as Network B, which were developed as part of the Organisation for Economic Cooperation and Development's Project on International Indicators of Education Systems to serve as international measures of education and labor market destinations. The following papers are included: "Introduction" (Bertil Bucht); "Indicators of Network B" (Olof Jos, Kenny Petersson); "Concepts and Definitions" (Thomas J. Healy, Allan Nordin); "Contextual Factors Surrounding Transitions from Education to the Labour Market" (Kenneth D. Bennett); "La transition entre l'ecole et l'emploi Transition from School to Employment " (Michel-Henri Gensbittel, Christine Mainguet); "Education, Employment, and Unemployment" (Birgitte Bovin); "The Rate of Return to Education: A Proposal for an Indicator" (Nabeel Alsalam, Ronald Conley); "Gender Disparities in Labour Market Outcomes of Education" (Nicholas Pole); "Methodological Issues in the Calculation of an Index of Gender Differences" (Luc Van de Poele); "Indicators of Continuing Education and Training" (Anna Borkowsky, Maurice van der Heiden, Albert Tuijnman); and "Conclusions" (Bertil Bucht). English and French forewords are included. All papers include English and French abstracts. (MN)

ED 408 446 CE 074 232

Lifelong Learning for All. Meeting of the Education Committee at Ministerial Level (4th, Paris, France, January 16-17, 1996).
PUB DATE- 96
NOTE- 363p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021), Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Early Childhood Education; Economic Change; *Education Work Relationship; *Educational Needs; Educational Objectives; *Educational Policy; *Educational Principles; Educational Resources; Educational Technology; Elementary Secondary Education; Financial Support; Foreign Countries; Government Role; Government School Relationship; Labor Market; *Lifelong Learning; Needs Assessment; Nonformal Education; Nontraditional Education; Policy Formation; Population Trends; Postsecondary Education; Social Change; *Strategic Planning; Tables (Data); Teacher Improvement; Technological Advancement; Trend Analysis; Work Environment
IDENTIFIERS- *Learning Society; Organisation for Economic Cooperation Development

This document summarizes the proceedings of a meeting of the Organisation for Economic Development's Education Committee that focused on the theme of making lifelong learning a reality for all. Part 1 explains the participants' decision to focus on making learning a process extending from early childhood through retirement, describes the main policy issues addressed during the meeting, and presents the communique released by the ministers after the meeting. Part 2 examines the following trends and policy issues in OECD economies and societies: making transitions to learning economies and societies; moving toward lifelong learning for all; establishing the foundations for lifelong learning (culture/values/pluralism in school administrators, government, consumer groups, and equipment suppliers, and other industry partners. Other project activities were as follows: identifying the reading, writing, mathematics, and science skills associated with the technical tasks identified in the program standards updates in order to create a certificate of basic competencies; training evaluation team leaders; promoting the standards throughout the United States; and assisting schools in initiating self-evaluation of their automotive repair and auto body repair technicians. Formative evaluation was conducted through the project. A summative evaluation, conducted by the Center on Education and Training for Employment at the Ohio State University, concluded that the updated standards and certification requirements improve the learning that takes place in an automotive repair program. (KC)

ED 408 466 CE 074 266

Labruyere, Chantal
Services for Persons at Home: Issues of Professionalization.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Certification; Educational Needs; *Employment Level; Employment Opportunities; *Employment Practices; *Employment Qualifications; Foreign Countries; *Household Workers; Public Policy; Vocational Education; *Work Environment
IDENTIFIERS- *France

In France, most services provided to people in their homes are much less regulated than the same services provided in an institutional context. With the exception of providers of paramedical services, providers of home help are not required to possess particular training or diploma. Until 1987, France's home help policies followed the Swedish model, according to which the home help needs of certain populations were subsidized through cash allowances, in-kind services, and/or government subsidies. In 1987, France instituted tax changes that lowered the final costs of home services for users and authorized the creation of organizations responsible for placing employees and helping administer work contracts between employers and their employees. Those measures blurred the formerly clear distinction between household employees and home help. Although policy changes have had a positive effect for employees of private individuals placed on the traditional domestic services market, they have contributed to deterioration of the employment conditions of household maintenance service employees. There has been talk of improving the image of home help occupations through certification; however, the process runs the risk of creating barriers for candidates with the necessary interpersonal skills but without the required level of education. (MN)

ED 408 467 CE 074 268

Mercer, John W.; Dillon, Brenda M.
Member Handbook and Leadership Guide for Minnesota Technical Program Advisory Committees.
PUB DATE- Apr 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

England. Among the specific topics discussed are the following: children from preschool age to age 16 (identifying and meeting all pupils' needs, improving the quality of teaching, challenging current standards and promoting school improvement); the transition from school to work; help for adults; and information technology. Examined in part 2 are possible directions for future government initiatives targeted toward children and parents, young people, and adults. Part 2 also addresses issues that must be considered when developing policies for the longer term: improving the effectiveness of existing national/local provision for basic skills, identifying best practices and improvements needed in practices and the overall structure of basic skills provision, and determining how to disseminate research and evaluation results more effectively. Selected definitions are appended. Also included is a set of 24 fact sheets on basic skills- and literacy-related topics. (MN)

ED 408 486 CE 074 294

Dew, John R.
Empowerment and Democracy in the Workplace: Applying Adult Education Theory and Practice for Cultivating Empowerment.
PUB DATE- 97
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; Business Education; Change Strategies; Continuing Education; Cooperative Planning; *Democracy; *Education Work Relationship; Educational Needs; Educational Principles; Educational Theories; Employer Employee Relationship; Employment Practices; *Empowerment; Labor Education; Leadership; Organizational Change; Participative Decision Making; Strategic Planning; Teamwork; *Theory Practice Relationship; Unions; Vocational Education; *Work Environment
IDENTIFIERS- Emancipatory Education; *Praxis

This book, which is written from the perspectives of an adult education practitioner engaged in helping create empowering work systems in manufacturing, service organizations, city governments, and educational systems, explains how the principles of emancipatory education and the concept of praxis may be used to reshape organizations into environments more conducive to productive work. The following are among the topics discussed in the book's 11 chapters: practical advice about empowerment and democracy (democratic workplaces and the rationale for empowerment); changing the system (systems thinking, change strategies, stages of change, application of systems theory in workplaces, and identification of empowerment champions); creating an empowerment planning team and team leaders); education for an empowered workplace (vocational, business, and continuing education and development of process, interpersonal, and political skills); changing the support systems (facilitating action research; developing compensation, recognition, appraisal, and complaint review systems; developing an employment/promotion process and performance indicators); consensus decision making; empowerment and planning (strategic/tactical planning); perspectives on democracy in the workplace; adult education and workplace democracy; unions, adult education, and industrial democracy; and creating opportunities through success and avoiding burnout. Each chapter ends with an appendix examining opportunities for praxis. The book contains 214 references and 26 figures/tables. (MN) solving or contributed to a more complex understanding of social issues. In a pilot study, students with limited, and intensive service-learning experience were interviewed about a social problem and how they would solve it. When the interviews were analyzed for differences, a number of themes emerged. The students with extensive experience and well-integrated service learning tended to approach the social problems related to their service in a more complex and thorough way and were more likely to have well-developed strategies for citizenship action than those with limited experience. In a more systematic study, an interview protocol was designed to allow students to analyze problems related to their service both before and after their service learning semester. Subjects were 55 college students from 6 colleges who were interviewed at the start and end of the spring semester of 1996, most of whom participated in either an intensive service-learning class where the service was integrated into the course or in a class where service was an option, and 12 students in classes with service options who did not choose the option. Expertise in social problem solving and community action resulted from service learning, and careful integration of service into the course rather than making it an option helped instructors design more effective community-based instruction. (Contains 13 references.) (YLB)

ED 408 507 CE 074 336

Eyler, Janet; And Others
Service-Learning and the Development of Reflective Judgment.
PUB DATE- 25 Mar 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997). For related documents, see CE 074 334-335.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Career Education; *Citizenship Education; Comparative Analysis; Critical Theory; *Critical Thinking; Decision Making; Educational Benefits; Educational Research; *Evaluative Thinking; Higher Education; National Surveys; Outcomes of Education; Pretests Posttests; Problem Solving; Public Service; School Community Relationship; *Service Learning; *Student Attitudes; *Student Participation; Thinking Skills
IDENTIFIERS- *Reflective Practice

A study explored the application of reflective judgment theory to the types of problem solving faced by students in community service placements. It also tested the impact of different service-learning experiences on growth in reflective judgment over the course of a semester. Participants were 66 students in 6 colleges and universities. They were interviewed at the beginning and end of their service-learning semester using a problem-solving protocol based on issues with which they were dealing in their service. Although service alone did not appear to contribute to development of more complex reflective judgment, students who were in well-integrated and highly reflective service-learning classes were significantly more likely to demonstrate growth than those in moderate or low intensity service-learning experiences. (Appendixes contain 18 references, 2 tables, and 3 figures.) (Author/YLB)

ED 408 508 CE 074 373

Lakes, Richard D.

f ᵾ⁑c me; and (4) the independen⁑ varΛable ha Λng le el⁑ tha⁑ are qᵾan⁑Λ⁑a⁑Λ elQ dΛfferen⁑ ver⁑ᵾ⁑ the independen⁑ varΛable n ⁑ ha Λng an underlQΛng c n⁑Λnᵾᵾm. A b kle⁑ c n⁑aΛnΛng a sample vΛgne⁑⁑e f r each cell f the ta¤ n mQ Λ⁑ appended. (RJM)

ED 408 526 CG 027 773

GΛlber⁑, Helga Bᵾrke
Career Th ᵾgh⁑⁑ In en⁑ rQ: A Re Λe and CrΛ⁑Λqᵾe.
PUB DATE- 23 Jan 97
NOTE- 10p.; Paper pre⁑en⁑ed a⁑ the Annᵾal Mee⁑Λng f the S ᵾ⁑h e⁑⁑ Edᵾca⁑Λ nal Re⁑earch A⁑⁑ cΛa⁑Λ n (Aᵾ⁑⁑Λn, TX, JanᵾarQ 23-25, 1997).
LANGUAGE- EnglΛ⁑h
EDRS PrΛce- MF01/PC01 Plᵾ⁑ P ⁑⁑age.
PUB TYPE- n⁑Λ⁑⁑Λng f 4 fea⁑ᵾre⁑, tha⁑ can be u⁑ed t rΛ⁑e se⁑⁑ f vΛgne⁑⁑e⁑ f r each cell f a 16-cell ta¤,Speeche⁑, C nference Paper⁑, "Paper⁑ Pre⁑en⁑ed a⁑..." (150)
DESCRIPTORS- Ad le⁑cen⁑⁑; Career C ᵾn⁑elΛng; *Career De el pmen⁑; Career PlannΛng; C llege S⁑ᵾden⁑⁑; *C n⁑⁑rᵾc⁑ ValΛdΛ⁑Q; HΛgh Sch l S⁑ᵾden⁑⁑; HΛgh Sch l⁑; HΛgher Edᵾca⁑Λ n; Sec ndarQ Edᵾca⁑Λ n; *Te⁑⁑ ValΛdΛ⁑Q; *V ca⁑Λ nal In⁑ere⁑⁑⁑
IDENTIFIERS- Career Valᵾe⁑

Nᵾmer ᵾ⁑ career in⁑ere⁑⁑ mea⁑ᵾre⁑ are a aΛlable. Inf rma⁑Λ n n ne sᵾch career in en⁑ rQ, the Career Th ᵾgh⁑⁑ In en⁑ rQ (CTI) Λ⁑ pre⁑en⁑ed here. The in⁑⁑rᵾmen⁑ Λ⁑ a self-admΛnΛ⁑⁑ered a⁑⁑e⁑⁑men⁑ and in⁑er en⁑Λ n t l de⁑Λgned t pr Λde a mea⁑ᵾre f dQ⁑fᵾnc⁑Λ nal thΛnkΛng in career pr blem s l Λng and decΛ⁑Λ n makΛng. The in en⁑ rQ Λ⁑ in⁑ended f r u⁑e bQ hΛgh sch l and c llege s⁑ᵾden⁑⁑ h are ch ⁑Λng a fΛeld f s⁑ᵾdQ, an ccᵾpa⁑Λ n, r empl Qmen⁑; Λ⁑ can al⁑ be u⁑ed bQ rkΛng adᵾl⁑⁑ h are c n⁑ΛderΛng a career change r reen⁑erΛng the lab r marke⁑. Te CTI a⁑ s⁑andardΛΛed n a sample f 571 adᵾl⁑⁑, 595 c llege s⁑ᵾden⁑⁑, and 396 hΛgh sch l s⁑ᵾden⁑⁑. The te⁑⁑ QΛeld⁑ inf rma⁑Λ n n three c n⁑⁑rᵾc⁑ sc re⁑: decΛ⁑Λ n makΛng c nfᵾ⁑Λ n, c mmΛ⁑men⁑ an¤Λe⁑Q, and e¤⁑ernal c nflΛc⁑. I⁑ c n⁑Λ⁑⁑⁑ f 48 nega⁑Λ e s⁑a⁑emen⁑⁑ and take⁑ be⁑ een 7 and 15 mΛnᵾ⁑e⁑ t fΛll ᵾ⁑. Sc rΛng can be carrΛed ᵾ⁑ in 5 mΛnᵾ⁑e⁑ r le⁑⁑. The te⁑⁑ b kle⁑ Λ⁑ a c mbΛna⁑Λ n f the in en⁑ rQ, the an⁑ er f rm, and the pr fΛle f rm. Sc rΛng Λ⁑ sΛmple, bᵾ⁑ Λ⁑ Λ⁑ rec mmended tha⁑ c nfΛrma⁑Λ n f te⁑⁑ re⁑ᵾl⁑⁑ in a clΛnΛcal in⁑er Λe be made. An acc mpanQΛng rkb k ffer⁑ e¤ercΛ⁑e⁑, checklΛ⁑⁑⁑, and dΛagram⁑ t a⁑⁑Λ⁑⁑ the te⁑⁑ taker in in⁑erpre⁑Λng sc re⁑. Appr prΛa⁑e pr cedᵾre⁑ ere u⁑ed t e⁑⁑ablΛ⁑h valΛdΛ⁑Q in term⁑ f c n⁑en⁑, c n⁑⁑rᵾc⁑, and c ncᵾrren⁑ a⁑pec⁑⁑ f the in⁑⁑rᵾmen⁑. (RJM)

ED 408 527 CG 027 777

EllΛck⁑ n, PhQllΛ⁑ L.; And O⁑her⁑
Teenager⁑ and Alc h l MΛ⁑ᵾ⁑e in the UnΛ⁑ed S⁑a⁑e⁑: BQ AnQ DefΛnΛ⁑Λ n, I⁑'⁑ a BΛg Pr blem. Heal⁑h ScΛence⁑ Pr gram ReprΛn⁑ SerΛe⁑ 96-55D.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- EnglΛ⁑h
EDRS PrΛce- MF01 Plᵾ⁑ P ⁑⁑age. PC N ⁑ A aΛlable fr m EDRS.
PUB TYPE- J ᵾrnal Ar⁑Λcle⁑ (080),Rep r⁑⁑ - Re⁑earch/TechnΛcal (143)
DESCRIPTORS- Ad le⁑cen⁑⁑; *Alc h l Abᵾ⁑e; Dr p ᵾ⁑⁑; *HΛgh Sch l SenΛ r⁑; HΛgh Sch l S⁑ᵾden⁑⁑; HΛgh Sch l⁑; *L ngΛ⁑ᵾdΛnal S⁑ᵾdΛe⁑; Se¤ DΛfference⁑; *S⁑ᵾden⁑ Beha Λ r; *S⁑ᵾden⁑ Pr blem⁑; Y ᵾ⁑h Pr blem⁑
IDENTIFIERS- CalΛf rnΛa; *Drᵾg and Alc h l Sᵾr eQ; Oreg n

a∷ al∷ c ndꝞc∷ed. Re∷Ꝟl∷∷ indΛca∷e tha∷ Ꝟ∷c me∷ seemed m ∷∷ inflꝞenced bQ the per∷ nalΛ∷Q, vΛe ∷, and a∷∷Λ∷Ꝟde∷ f the teacher r rker h c ndꝞc∷ed ad Λ∷ rΛe∷. S me ad Λ∷ r∷ p ∷∷e∷∷ed c n∷Λderable e¤perΛence and traΛnΛng, herea∷ ∷her∷ had lΛ∷∷le. The need f r sch l∷ t pr Λde b ∷h traΛnΛng and ng Λng sꝞpp r∷ if theQ de∷Λred a sꝞcce∷∷fꝞl teacher ad Λ∷ r pr gram a∷ al∷ apparen∷. TraΛnΛng emerged a∷ theQ keQ ingredΛen∷ f sch l sꝞpp r∷; cer∷aΛn s∷rꝞc∷Ꝟral fac∷ r∷, sꝞch a∷ the aQ in hΛch ad Λ∷ r∷ c ndꝞc∷ ad Λ∷ rQ se∷∷Λ n∷, emerged a∷ imp r∷an∷ in Ꝟ∷c me∷. (RJM)

ED 408 545 CG 027 821

DrꝞg C n∷r l: Ob∷er a∷Λ n∷ n Elemen∷∷ f the Federal DrꝞg C n∷r l S∷ra∷egQ. Rep r∷ t C ngre∷∷Λ nal ReqꝞe∷∷er∷.
PUB DATE- Mar 97
NOTE- 70p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC03 PlꝞ∷ P ∷∷age.
PUB TYPE- Inf rma∷Λ n AnalQ∷e∷/S∷a∷e- f-∷he-ar∷ Ma∷erΛal∷ (070)
DESCRIPTORS- C caΛne; CrΛme Pre en∷Λ n; *DrꝞg LegΛ∷la∷Λ n; *Federal Pr gram∷; G ernmen∷ R le; *Illegal DrꝞg U∷e; *In∷er en∷Λ n; LegΛ∷la∷Λ n; Pr gram Effec∷Λ ene∷∷; PꝞblΛc P lΛcQ; *SꝞb∷∷ance AbꝞ∷e
IDENTIFIERS- C a∷∷ GꝞard; *DrꝞg P lΛcQ; DrꝞg TraffΛckΛng

Al∷h Ꝟgh the UnΛ∷ed S∷a∷e∷ g ernmen∷ in e∷∷∷ va∷∷ sꝞm∷ f m neQ in the ar n drꝞg∷, the a aΛlabΛlΛ∷Q f drꝞg∷ and the nꝞmber f per∷ n∷ u∷Λng illegal drꝞg∷ are s∷Λll serΛ Ꝟ∷ pr blem∷. Inf rma∷Λ n tha∷ C ngre∷∷ can u∷e in impr Λng drꝞg c n∷r l s∷ra∷egΛe∷ i∷ pr Λded here. S me f the rep r∷'∷ hΛghlΛgh∷∷ inclꝞde cꝞrren∷ re∷earch n pr mΛ∷Λng appr ache∷ in drꝞg abꝞ∷e pre en∷Λ n targe∷ed a∷ sch l-age Q Ꝟ∷h, inclꝞdΛng er Λe ∷ f t tQpe∷ f drꝞg pre en∷Λ n pr gram∷. Al∷ f c ncern are drꝞg trea∷men∷ s∷ra∷egΛe∷ f r c caΛne addΛc∷Λ n; three appr ache∷ t trea∷men∷ are dΛ∷cꝞ∷∷ed here. A sꝞmmarQ f the effec∷Λ ene∷∷ f in∷erna∷Λ nal eff r∷∷ t redꝞce illegal drꝞg a aΛlabΛlΛ∷Q i∷ pr Λded, Λ∷h specΛal empha∷Λ∷ n the rea∷ n∷ behΛnd the readQ a aΛlabΛlΛ∷Q f drꝞg∷ in the UnΛ∷ed S∷a∷e∷. Eff r∷∷ made bQ the U.S. C a∷∷ GꝞard and i∷∷ perf rmance mea∷Ꝟre∷ f r an∷Λ-drꝞg ac∷Λ Λ∷Λe∷ are al∷ Ꝟ∷lΛned, a∷ i∷ a sꝞmmarQ f recen∷ re∷earch n federal drꝞg pre en∷Λ n- and trea∷men∷-rela∷ed eff r∷∷. Three appendΛce∷ ffer de∷aΛled inf rma∷Λ n n the e¤∷en∷ f the drꝞg-Ꝟ∷e pr blem, drꝞg abꝞ∷e and pre en∷Λ n trea∷men∷, inclꝞdΛng the na∷Ꝟre and bjec∷Λ e∷ f the pr gram∷ and an analQ∷Λ∷ f the C a∷∷ GꝞard'∷ in∷erdΛc∷Λ n eff r∷∷. (RJM)

ED 408 546 CG 027 828

F n∷e∷, LΛ∷a Ar n∷ n, Ed.
Se¤Ꝟal AbꝞ∷e in NΛne N r∷h AmerΛcan CꝞl∷Ꝟre∷: Trea∷men∷ and Pre en∷Λ n.
PUB DATE- 95
NOTE- 303p.; F re rd bQ ElΛana GΛl.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- D cꝞmen∷ N ∷ A aΛlable fr m EDRS.
PUB TYPE- B k∷ (010),Inf rma∷Λ n AnalQ∷e∷/S∷a∷e- f-∷he-ar∷ Ma∷erΛal∷ (070)
DESCRIPTORS- A∷Λan AmerΛcan∷; Black∷; *ChΛld AbꝞ∷e; *C Ꝟn∷elΛng TechnΛqꝞe∷; CꝞl∷Ꝟral A arene∷∷; *CꝞl∷Ꝟral DΛfference∷; H m ∷e¤ꝞalΛ∷Q; Ince∷∷; Je∷∷; PacΛfΛc I∷lander∷; PꝞer∷ RΛcan∷; *Se¤Ꝟal AbꝞ∷e; *Se¤ꝞalΛ∷Q; WhΛ∷e∷
IDENTIFIERS- Camb dΛan CꝞl∷Ꝟre; CꝞl∷Ꝟral Sen∷Λ∷Λ Λ∷Q; FΛlΛpΛn ∷; N r∷h AmerΛca; Se en∷h DaQ Ad en∷Λ∷∷ ChꝞrch

DꝞe t cꝞl∷Ꝟral and lΛngꝞΛ∷∷Λc mΛ∷Ꝟnder∷∷andΛng∷, racΛ∷m, and research suggests that a communicative approach to language teaching should receive more emphasis, especially for those with low language proficiency; and (4) bilingual education has not received much attention in Japan, which is regarded as a monolingual nation. Contains 44 references. (RS)

ED 408 564 CS 012 843

VanScoy, Lori J.
A Study To Determine the Effects of In-Class and Pull-Out Instruction for Title 1 Students in Reading.
PUB DATE- May 97
NOTE- 47p.; M.A. Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Masters Theses (042),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Higher Education; *Inclusive Schools; Mainstreaming; *Remedial Reading; School Surveys; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- *Pull Out Programs; West Virginia

A study examined which method of delivery (pull-out or in-class) regular classroom teachers preferred for Title 1 remedial reading instruction. Surveys were completed by 205 elementary school teachers throughout the state of West Virginia. Results showed that: (1) teachers preferred the method they were currently using; (2) grade level was not a significant factor, with teachers of primary and intermediate grades using both in-class and pull-out; (3) severity of reading deficiency was a determining factor, with teachers who had students with severe reading problems preferring the pull-out method, where they felt the child could receive individual instruction; and (4) number of remedial students was not a consideration when choosing a method. (Contains an appendix with the survey and a list of counties, as well as 32 references.) (Author/SR)

ED 408 565 CS 012 844

Banks, Janet Caudill
Developing Research Skills: Independent Research Projects on Animals and Plants for Building the Research Skills of Report Writing, Mind Mapping, and Investigating through Inquiries. Revised Edition.
PUB DATE- 95
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Class Activities; Editing; Elementary Education; Information Skills; Notetaking; Outlining (Discourse); Plants (Botany); Proofreading; *Research Skills; *Skill Development; Student Research; *Thinking Skills; *Writing Skills

This book presents a collection of motivating, independent activities that involve animals and plants for use in developing the research skills of students in grades 2-6. Projects included in the book cover various levels of difficulty and are designed to promote higher-level thinking skills. Research components included in the activities in the book are: following outlines, locating information, taking notes, "mindmapping/webbing," organizing information, writing rough drafts, revising, editing, proofreading, publishing final reports, and investigating through inquiries. Some of the

ED 408 585 CS 215 853

Greenbaum, Andrea
"Wat'cha Think I Can't Spell?": Constructing Literacy in the Postcolonial Classroom.
PUB DATE- Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Dialects; Black Students; *Classroom Communication; *Creative Writing; Discourse Analysis; Higher Education; Peer Evaluation; *Racial Bias; Spelling; *Student Attitudes; Teacher Attitudes; Writing Instruction; Writing Skills
IDENTIFIERS- African Americans; *Discourse Communities

In a beginning level creative writing class called "Narration and Description," two students' written stories were collectively peer edited during each session. The class was required to read the students' texts before class, critique them, and, with the guidance of four assigned student facilitators, discuss the texts with the author and the class. In one text, the author's stylized efforts at dialect and the perceptive use of metaphors and similes indicated that he was a literate writer, familiar with the tropes of narration. Yet his paper had a few spelling errors, inadvertent tense shifts, and grammatical inconsistencies--like other stories critiqued that semester. During the peer editing session, one facilitator asked the author if the misspellings were intentional in an attempt to construct black dialect. This offended the author, who angrily replied, "Wat'cha think I can't spell?" The class divided along racial lines, with the African-Americans accusing the facilitator of racism. This event had relatively little to do with spelling and much to do with the power to speak from a position of authority, which some students felt they lacked. Analyzing the incident from the standpoint of postcolonialism, one faces the contradictory and paradoxical challenge of attempting to critique, define, evaluate, and ultimately "speak for" the subaltern group, the African-American students in the class. The subjugation of indigenous language is a potent colonizing instrument of oppression. (Contains 14 references.) (CR)

ED 408 586 CS 215 854

Rodriguez, Carol J.; Paddison, John
The Lyceum Project: Rhetoric and Real World Situations.
PUB DATE- May 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Audience Awareness; Community Involvement; *Curriculum Enrichment; Higher Education; *Language Role; Program Development; Program Implementation; *Rhetoric; Student Development; Writing Instruction
IDENTIFIERS- Academic Discourse Communities; *Context Dependence; Historical Background; Lecturers; Northern Arizona University; *Rhetorical Community

Shake∷peare'∷ "T elf∷h NΛgh∷" t them, rec gnΛΛΛng tha∷ chΛldren, pr perlQ gʬΛded, Λll take t Shake∷peare'∷ charac∷er∷ and s∷ rΛe∷ lΛke "dʬck∷ t   a∷er"; in the pr ce∷∷ theQ fΛnd theΛr inner v Λce∷, theQ c llab ra∷e, theQ impr Λ∷e, and theQ c mmʬnΛca∷e. Illʬ∷∷ra∷ed Λ∷h pΛc∷ʬre∷, le∷∷er∷, and mʬ∷Λc crea∷ed bQ Q ʬng s∷ʬden∷∷, the b k ffer∷ a unΛqʬe aQ f teachΛng rΛ∷Λng and readΛng skΛll∷ bQ in l Λng s∷ʬden∷∷ in Shake∷pearean plaQ∷. (C n∷aΛn∷ sʬgge∷∷Λ n∷ f r u∷e∷ bQ teacher∷ and paren∷∷.) (CR)

ED 408 605 CS 215 888

Br dΛe, Jame∷ MΛchael; CʬrrQ, Barbara K.
S ee∷ W rd∷ S Bra e: The S∷ rQ f AfrΛcan AmerΛcan LΛ∷era∷ʬre.
PUB DATE- 96
NOTE- 69p.; Illʬ∷∷ra∷ed bQ JerrQ Bʬ∷ler.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01 Plʬ∷ P ∷∷age. PC N ∷ A aΛlable fr m EDRS.
PUB TYPE- B k∷ (010)
DESCRIPTORS- Aʬ∷h r∷; Black Cʬl∷ʬre; *Black LΛ∷era∷ʬre; *ChΛldren∷ LΛ∷era∷ʬre; *Cʬl∷ʬral C n∷e∷∷; Elemen∷arQ Edʬca∷Λ n; *LΛ∷erarQ HΛ∷∷ rQ; *LΛ∷era∷ʬre ApprecΛa∷Λ n; Oral TradΛ∷Λ n; S cΛal HΛ∷∷ rQ; *UnΛ∷ed S∷a∷e∷ HΛ∷∷ rQ; UnΛ∷ed S∷a∷e∷ LΛ∷era∷ʬre
IDENTIFIERS- *AfrΛcan AmerΛcan∷; Sla e Narra∷Λ e∷

ThΛ∷ illʬ∷∷ra∷ed b k in∷r dʬce∷ reader∷ t AfrΛcan AmerΛcan lΛ∷era∷ʬre bQ tellΛng the s∷ rQ f the men and   men h c n∷rΛbʬ∷ed t thΛ∷ b dQ f   rk. The b k begΛn∷ bQ rec ʬn∷Λng the AfrΛcan∷' j ʬrneQ in∷ sla erQ and h   theQ kep∷ theΛr s∷ rΛe∷ alΛ e bQ tellΛng them t   ne an ∷her, and bQ handΛng them d n fr m genera∷Λ n t genera∷Λ n. Al∷h ʬgh AfrΛcan sla e∷ ere f rbΛdden t read and rΛ∷e bQ theΛr ma∷∷er∷, s me sla e∷ learned t read, and theQ then r ∷e ab ʬ∷ theΛr lΛ e∷. One earlQ rΛ∷er a∷ PhΛllΛ∷ Whea∷leQ, h   r ∷e the fΛr∷∷ b k f p e∷rQ e er pʬblΛ∷hed bQ an AfrΛcan AmerΛcan. The b k pr fΛle∷ FrederΛck D ʬgla∷∷, dΛ∷cʬ∷∷e∷ the "JΛm Cr " la ∷, and pr ceed∷ t c n∷Λder the   rk∷ f m dern AfrΛcan AmerΛcan rΛ∷er∷, sʬch a∷ Lang∷∷ n Hʬghe∷, Z ra Neale Hʬr∷∷ n, C ʬn∷ee Cʬllen, RΛchard WrΛgh∷, Ralph EllΛ∷ n, L rraΛne Han∷berrQ, G end lQn Br k∷ (∷he fΛr∷∷ AfrΛcan AmerΛcan aʬ∷h r t   Λn the PʬlΛ∷Λer PrΛΛe), Jame∷ Bald Λn, NΛkkΛ GΛ annΛ, T nΛ M rrΛ∷ n, and MaQa Angel ʬ. Al∷h ʬgh f cʬ∷ed n the lΛ∷erarQ fΛgʬre∷ and aʬ∷h r∷, the b k al∷ e¤amΛne∷ the hΛ∷∷ rΛcal and cʬl∷ʬral backgr ʬnd f AfrΛcan AmerΛcan∷ in t daQ'∷ UnΛ∷ed S∷a∷e∷, and sh ∷ the inflʬence f Malc lm X and Mar∷Λn Lʬ∷her KΛng, Jr. The b k c nclʬde∷ Λ∷h a gl ∷∷arQ hΛch e¤plaΛn∷ term∷ sʬch a∷ ab lΛ∷Λ n, place∷ sʬch a∷ the C ∷∷ n Clʬb, and gr ʬp∷ sʬch a∷ the Kʬ Klʬ¤ Klan and the Black Pan∷her∷. A lΛ∷∷ f selec∷ed readΛng ma∷erΛal∷ ab ʬ∷ the aʬ∷h r∷ and ar∷Λ∷∷∷ i∷ a∷∷ached. (NKA)

ED 408 606 CS 215 889

Fell ∷, MarΛan; Parkhʬr∷∷, ChrΛ∷∷Λne
ScrΛp∷ Ea∷e: A S∷ep-bQ-S∷ep GʬΛde fr m Manʬ∷crΛp∷ t CallΛgraphQ.
PUB DATE- 82
NOTE- 66p.; Illʬ∷∷ra∷ed bQ Helen Gaʬ∷.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- D cʬmen∷ N ∷ A aΛlable fr m EDRS.
PUB TYPE- GʬΛde∷/Me∷h d∷/TechnΛqʬe∷ (F r Prac∷Λ∷Λ ner∷) - Cla∷∷r m U∷e - TeachΛng GʬΛde∷ (F r Teacher) (052)
DESCRIPTORS- Elemen∷arQ Edʬca∷Λ n; *Hand rΛ∷Λng; M ∷ r De el pmen∷; *WrΛ∷Λng (C mp ∷Λ∷Λ n); *WrΛ∷Λng E¤ercΛ∷e∷; Y ʬng ChΛldren
IDENTIFIERS- *I∷alΛc WrΛ∷Λng

PUB TYPE- OpΛnΛ n::/Per:: nal VΛe p Λn:::/P ::Λ::Λ n Paper::/E:::aQ:: (120),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *CᏦl::Ꮶral C n::e::; CᏦl::Ꮶral DΛfference::; *F reΛgn S::Ꮶden:::; *GradᏦa::e S::Ꮶden:::; GradᏦa::e S::ᏦdQ; *HΛgh RΛ::k S::Ꮶden:::; HΛgher EdᏦca::Λ n; IndΛ ΛdᏦal De el pmen::; *In::ercᏦl::Ꮶral C mmᏦnΛca::Λ n; *LangᏦage R le; LearnΛng M dalΛ::Λe::; LearnΛng Pr blem::; S cΛ cᏦl::Ꮶral Pa:::ern::; Speech C mmᏦnΛca::Λ n
IDENTIFIERS- AcademΛc DΛ::c Ꮶr::e C mmᏦnΛ::Λe::
GradᏦa::e s::Ꮶden::: ha e l ng e::pre:::ed dΛffΛcᏦl::Λe:: adap::Λng t dΛfferen:: e::pec::a::Λ n:: gradᏦa::e sch l:: place up n them. F reΛgn s::Ꮶden::: pᏦr::ᏦΛng kn ledge in the fΛeld f speech c mmᏦnΛca::Λ n enc Ꮶn::er cᏦl::Ꮶral dΛffΛcᏦl::Λe::. F reΛgn gradᏦa::e s::Ꮶden::: are s::Ꮶden::: a:: rΛ::k becaᏦ::e theQ bec me a cen::ral l c:: f r cᏦl::Ꮶral ten::Λ n:: in rela::Λ n t : (1) edᏦca::Λ nal sQ:::em:: and valᏦe::; (2) s cΛ cᏦl::Ꮶral and lΛngᏦΛ:::Λc n rm:: appr prΛa::e f r gradᏦa::e pr gram:: f s::ᏦdQ; and (3) aQ:: the::e s::Ꮶden::: c n:::rᏦc:: and rec n:::rᏦc:: theΛr iden::Λ::Λe::. C mparΛng and c n::ra:::Λng edᏦca::Λ nal vΛe :: fr m back h me bec me:: a serΛ Ꮶ:: ten::Λ n f r gradᏦa::e s::Ꮶden::: a:: rΛ::k. LangᏦage al:: ha:: a p erfᏦl impac:: n m dalΛ::Λe:: in hΛch the::e s::Ꮶden::: e:::ablΛ::h them::el e:: a:: c mpe::en:: sch lar::. An ::her cᏦl::Ꮶral ten::Λ n refer:: t a:::e:::Λng le el:: f appr prΛa::ene::: and sΛgnΛfΛcance f r re::p n::e:: in cla::: dΛ::cᏦ:::Λ n and rΛ:::en f rm. GradΛng crΛ::erΛa i:: Qe:: an ::her. S cΛ cᏦl::Ꮶral in::erpre::a::Λ n:: f in::erac::Λ n:: Λ::h facᏦl::Q and peer::, abΛlΛ::Q t neg ::Λa::e c nfr n::a::Λ n n specΛfΛc i:::Ꮶe::, and p :::Λble mΛ::Λn::erpre::a::Λ n f s cΛallQ accep::able beha Λ r:: repre::en:: s Ꮶrce:: f s::re:::. RedefΛnΛng r rec n:::rᏦc::Λng an indΛ ΛdᏦal'::cᏦl::Ꮶral iden::Λ::Q in an ::her cᏦl::Ꮶral c n::e::: pre::en::: an ::her challenge. T ha:: e:::en:: d e:: s::re::: dᏦe t cᏦl::Ꮶral ten::Λ n:: remaΛn Λ::h the::e f reΛgn gradᏦa::e s::Ꮶden::: af::er theQ ha e acc mplΛ::hed theΛr g al:: f pr fe:::Λ nalΛ::m H can theQ erc me perceΛ ed cᏦl::Ꮶral barrΛer:: and gaΛn c nfΛdence BQ s::ᏦdQΛng h the s::re:::fᏦl j ᏦrneQ f gradᏦa::e pr gram:: ffer:: acc Ꮶn::: f in::ercᏦl::Ꮶral c mmᏦnΛca::Λ n, thΛ:: lΛne f re::earch can illᏦ:::ra::e e en m re sΛgnΛfΛcan::lQ the nece:::Λ::Q f in::ercᏦl::Ꮶral c mmᏦnΛca::Λ n f r a gl bal per::pec::Λ e f the 21::: cen::ᏦrQ. (C n::aΛn:: 27 reference::, and 30 n ::e::.) (CR)

ED 408 626 CS 509 516

Z ch, LQnn M.; And O::her::
The Sch l PᏦblΛc Rela::Λ n:: Prac::Λ::Λ ner: IndΛca:: r r OᏦ::lΛer
PUB DATE- N 96
NOTE- 25p.; Paper pre::en::ed a:: the AnnᏦal Mee::Λng f the Speech C mmᏦnΛca::Λ n:: A::: cΛa::Λ n (82nd, San DΛeg , CA, N ember 23-16, 1996).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 PlᏦ:: P :::age.
PUB TYPE- Rep r::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *A:::Λ::Ꮶde Mea::Ꮶre::; Elemen::arQ Sec ndarQ EdᏦca::Λ n; MaΛl SᏦr eQ::; OccᏦpa::Λ nal SᏦr eQ::; *PᏦblΛc Rela::Λ n::; QᏦe:::Λ nnaΛre::; Sch l DΛ:::rΛc:::; Sch l SᏦr eQ::
IDENTIFIERS- *Prac::Λ::Λ ner::; *Pr fe:::Λ nal C ncern::; SᏦr eQ Re::earch
A s::ᏦdQ a:: c ndᏦc::ed hΛch f cᏦ::ed n pᏦblΛc rela::Λ n:: prac::Λ::Λ ner:: in sch l dΛ:::rΛc::: in a s Ꮶ::hern s::a::e. I:: u::ed sᏦr eQ re::earch t in e:::Λga::e se eral qᏦe:::Λ n:: rela::Λng t pᏦblΛc rela::Λ n:: r le enac::men::, hΛerarchΛcal le el f the pᏦblΛc rela::Λ n:: fᏦnc::Λ n, salarQ, j b sa::Λ::fac::Λ n, and encr achmen:: in:: pᏦblΛc rela::Λ n::. QᏦe:::Λ nnaΛre:: ere sen:: t

of Communications--Contact!"; (3) "Alphabets--Building Blocks"; (4) "Unspoken Language--Silent Messenger"; (5) "Vocabulary--Opening the Gate;" (6) "Punctuation--A Slight Pause"; (7) "Letter Writing--A Lost Art"; (8) "Poetry Plus--Painting with Words"; (9) "Communicating with Each Other--Garbled Messages"; (10) "Publications--War of Words"; (11) "Further Inquiry--Expanding the Horizons"; (12) "A Point of View (Attitudes)"; and (13) "Purposes--Motivational Aspects of Writing." A final project, sample forms, a problem in entry guide, and a remedial guide conclude the program. (NKA)

ED 408 646 CS 509 541

McDowell, Earl E.
An Exploratory Study of Interpersonal Communication Competence: Assessing Performance in Selection Interviews of Day and Extension Students.
PUB DATE- 13 Apr 97
NOTE- 20p.; Paper presented at the Annual Meeting of the Central States Communication Association (St. Louis, MO, April 10-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Communication Research; *Communication Skills; Comparative Analysis; *Employment Interviews; Extension Education; Higher Education; *Interpersonal Communication; Social Status
IDENTIFIERS- *Communication Competencies; Self Report Measures

A study determined the relationships among interpersonal communication competence, communicative flexibility, and rhetorical sensitivity and whether there are differences among gender groups, age groups, and class groups in rating these dependent measures. Subjects, 78 students enrolled in one of 4 sections of an upper-division undergraduate interviewing course at a large Midwestern university, completed 3 self-report measures. Results indicated significant relationships among all variables. In addition, significant differences occurred between gender groups and between age groups in rating the communication flexibility variable. Results also indicated that extension students were rhetorically sensitive, more flexible, and perceived greater communication competence, as well as being rated more positively by their interviewer than day students. (Contains 16 references and 4 tables of data. Appendixes present the 3 self-report measures.) (Author/RS)

ED 408 647 CS 509 542

McDowell, Earl E.
An Investigation of the Resume and Employment Interview in the Hiring Process of Faculty Members.
PUB DATE- Apr 97
NOTE- 38p.; Paper presented at the Annual Meeting of the Central States Communication Association (St. Louis, MO, April 10-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Communication Research; *Employment Interviews; Higher Education; *Personnel Selection; Questionnaires; *Resumes (Personal); Sex Differences; Teacher Surveys

program highlights and performance, financial highlights, financial improvement initiatives, highlights of reporting requirements, and unaudited financial statements and accompanying notes. An evaluation form for this report is included. (LMI)

ED 408 665 EA 028 391

The Colorado Charter Schools Evaluation.
SPONS. AGENCY- Colorado State Dept. of Education, Denver.
PUB DATE- Mar 97
NOTE- 100p.; Prepared by the Clayton Foundation and the Center for Human Investment Policy.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Accountability; *Charter Schools; *Educational Assessment; Educational Finance; Elementary Secondary Education; *Evaluation Criteria; Governance; Institutional Autonomy; *Institutional Characteristics; Performance
IDENTIFIERS- *Colorado

The Colorado Charter Schools Act requires the State Board of Education to compile the evaluations of charter schools received from local boards of education and to receive information regarding waivers from state regulations and statutes. This document is a response to the mandate. The study focused on the 14 schools that had been operating for at least 1 year as of April 1996 and that had filed at least 1 annual school-improvement plan. The evaluation was based on the student-achievement data used by the charter schools. Data were gathered through a review of documents and a questionnaire of charter-school directors. Diversity in the charter schools' performance goals, assessment tools, and financial data prevented comparison of the performance of charter-school students with that of students in public schools. The study therefore looked at whether charter schools had set explicit criteria for the evaluation of student achievement and whether the schools had collected data to make their judgments accordingly. The report identifies the characteristics of Colorado charter schools and their students. Findings show that all 14 charter schools had set performance goals; 6 provided data that showed they had met or exceeded a significant portion of their goals; 5 met some of their goals; and 3 did not provide enough data. All but one depended heavily on district funding. On average, the charter schools spent 82.5 percent of their budgets on student-specific expenditures. Finally, charter schools had used the state waiver provision extensively. A total of 15 tables are included. Appendices contain a sample individual school-data matrix and a sample questionnaire. (LMI)

ED 408 666 EA 028 392

Garry, Eileen M.; And Others
Truancy: First Step to a Lifetime of Problems.
PUB DATE- Oct 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attendance; Delinquency; Dropout Prevention;

Improving School Conduct Codes: Clarity about Unacceptable Speech.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compliance (Legal); *Discipline Policy; Intermediate Grades; Junior High Schools; *Language Usage; Middle Schools; Obscenity; Sanctions; *School Policy; School Publications; Sexual Harassment; Student Behavior

Little research has been conducted on middle school conduct codes or their effect on unacceptable behavior. This paper presents findings of a study that examined the conduct codes of 59 middle schools across the United States. All of the middle school handbooks addressed unacceptable language (for example, obscenity, harassment, and profanity) in some way. However, several problems with language issues were found. Only half of the codes addressed federal and state laws; most codes contained ambiguous categories of speech (for example, "foul language"); most codes failed to provide definitions of unacceptable language; almost all codes failed to address unacceptable language in computer-mediated communication; and fewer than half clearly linked unacceptable language to sanctions. The paper offers eight recommendations for improving conduct handbooks: (1) apply relevant laws; (2) provide clear definitions; (3) eliminate ambiguous terms; (4) provide examples and nonexamples; (5) specify discipline procedures; (6) discuss conduct procedures with students; (7) make conduct information prominent; and (8) update the conduct code. One table is included. (LMI)

ED 408 685 EA 028 421

Cavanagh, Robert; Dellar, Graham B.
School Culture: A Quantitative Perspective on a Subjective Phenomenon.
PUB DATE- Mar 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Cooperation; *Educational Environment; Effective Schools Research; Foreign Countries; Measurement Techniques; *School Culture; *School Effectiveness; Secondary Education; Statistical Analysis; *Teacher Attitudes
IDENTIFIERS- *Australia (Western Australia)

This paper describes a quantitative approach to the study of the culture and improvement of schools. The School Cultural Elements Questionnaire (SCEQ) was developed to measure the aspects of the interpersonal relationships among school staff, which were expected to affect schools' instructional programs. The SCEQ measures six elements of school culture that are conducive to improved student-learning outcomes, including teacher efficacy, emphasis on learning, collegiality, collaboration, shared planning, and transformational leadership. Data were gathered in two Western Australia secondary schools. The SCEQ was administered to teachers, and interviews were conducted with one-third of the teachers (in the English, mathematics, science, and social-science departments) at each school. The study found statistically i⁑ dΛ⁑Λnc⁑Λ e Λ⁑h %⁑ beΛng e¤cl%⁑Λ e. Paren⁑' rea⁑ n⁑ f r enr llΛng theΛr chΛldren a⁑ DCE re l ed ar %nd ha⁑ theQ perceΛ ed t be the sch l'⁑ dΛ⁑Λnc⁑Λ e fea⁑%re⁑: smaller cla⁑ sΛΛe⁑, teacher in⁑ere⁑ in s⁑%den⁑, an empha⁑Λ⁑ n academΛc s⁑andard⁑, dΛ⁑cΛplΛne and rder, a⁑en⁑Λ n t val%e⁑, and the sen⁑e f c mm%nΛ⁑Q. The a aΛlabΛlΛ⁑Q f t%Λ⁑Λ n aΛd dΛd n ⁑ appear t be a m ⁑Λ a⁑Λng fac⁑ r. In addΛ⁑Λ n, the c n⁑Λ⁑encQ be⁑ een the sch l'⁑ mΛ⁑Λ n and e erQdaQ cla⁑r m prac⁑Λce pr jec⁑ed a p erf%l me⁑age t the sch l c mm%nΛ⁑Q. A⁑ urban Ca⁑h lΛc elemen⁑arQ sch l⁑ grapple Λ⁑h the marke⁑ and mΛ⁑Λ n f theΛr sch l⁑, theQ m%⁑ begΛn t peer   er the "⁑radΛ⁑Λ nal rΛm." DCE realΛΛed i⁑ tradΛ⁑Λ nal mΛ⁑Λ n bQ beΛng sen⁑Λ⁑Λ e t a neñ marke⁑; the sch l'⁑ re⁑p n⁑Λ ene⁑ t famΛlQ need⁑ a⁑ a c rner⁑ ne f i⁑ dΛ⁑Λnc⁑Λ ene⁑. (LMI)

ED 408 703   EA 028 443

O⁑erlΛng, J rge P.
EngagΛng C mm%nΛ⁑Q V Λce⁑ f r M re Dem cra⁑Λc Sch lΛng.
PUB DATE- Mar 97
NOTE- 22p.; Paper pre⁑en⁑ed a⁑ the Ann%al Mee⁑Λng f the AmerΛcan Ed%ca⁑Λ nal Re⁑earch A⁑ cΛa⁑Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ⁑h
EDRS PrΛce- MF01/PC01 Pl%⁑ P ⁑age.
PUB TYPE- Rep r⁑ - E al%a⁑Λ e/Fea⁑ΛbΛlΛ⁑Q (142),Speeche⁑, C nference Paper⁑, "Paper⁑ Pre⁑en⁑ed a⁑..." (150)
DESCRIPTORS- AmerΛcan Dream; *C%l⁑%ral A arene⁑; C%l⁑%ral C n⁑e⁑; *C%l⁑%ral Pl%ralΛ⁑m; Elemen⁑arQ Sec ndarQ Ed%ca⁑Λ n; FamΛlQ Sch l Rela⁑Λ n⁑hΛp; HΛgher Ed%ca⁑Λ n; *In⁑ergr %p Rela⁑Λ n⁑; Ma⁑er⁑ Pr gram⁑; Paren⁑ Teacher C pera⁑Λ n; *Par⁑ΛcΛpa⁑Λ e DecΛ⁑Λ n MakΛng; *Sch l C mm%nΛ⁑Q Rela⁑Λ n⁑hΛp
AnQ dΛ⁑c%⁑Λ n f ed%ca⁑Λ nal tran⁑f rma⁑Λ n t daQ sh %ld c n⁑Λder a c mm%nΛ⁑Q- rΛen⁑ed pedag gQ. ThΛ⁑ paper de⁑crΛbe⁑ the admΛnΛ⁑ra⁑ r-ed%ca⁑Λ n c%rrΛc%l%m a⁑ Ge rge Ma⁑ n UnΛ er⁑Λ⁑Q'⁑ In⁑Λ⁑%⁑e f r Ed%ca⁑Λ nal Tran⁑f rma⁑Λ n, hΛch a⁑ rganΛΛed ar %nd the unΛfQΛng theme f the "AmerΛcan Dream." The m ⁑ imp r⁑an⁑ rea⁑ n f r d Λng thΛ⁑ i⁑ tha⁑ p%blΛc ed%ca⁑Λ n in the UnΛ⁑ed S⁑a⁑e⁑ i⁑ f⁑en c ncep⁑%alΛΛed r perceΛ ed a⁑ a vehΛcle f r helpΛng indΛ Λd%al⁑ and s cΛe⁑Q f%lfΛll theΛr "AmerΛcan Dream." S⁑%den⁑ need t reflec⁑ n the in⁑erc nnec⁑Λ n⁑ am ng and be⁑ een the "AmerΛcan Dream", p%blΛc ed%ca⁑Λ n, and dem cracQ. The pr gram br %gh⁑ in varΛ %⁑ c mm%nΛ⁑Q v Λce⁑ t inΛ⁑Λa⁑e, facΛlΛ⁑a⁑e, and/ r s⁑reng⁑hen an ng Λng dΛal g%e be⁑ een teacher⁑ and repre⁑en⁑a⁑Λ e⁑ fr m the dΛfferen⁑ segmen⁑ f n r⁑hern VΛrgΛnΛa s cΛe⁑Q. In addΛ⁑Λ n, teacher⁑ in the pr gram ere req%Λred t   alk thr %gh sch l neΛghb rh d⁑ and t c nd%c⁑ t   indep⁑h in⁑er Λe ⁑ Λ⁑h paren⁑. LΛ⁑enΛng t c mm%nΛ⁑Q v Λce⁑ in the sch l-ba⁑ed ma⁑er'⁑ pr gram m ⁑Λ a⁑ed teacher⁑ t engage in a crΛ⁑Λcal dΛal g%e Λ⁑h c mm%nΛ⁑Q leader⁑, paren⁑, and Q %ng⁑er⁑. "C mm%nΛ⁑Q V Λce⁑" engaged in dΛal g%e d%rΛng the 2- eek in⁑en⁑Λ e s%mmer se⁑Λ n incl%ded: "AfrΛcan AmerΛcan V Λce⁑"; "Y %⁑h V Λce⁑: Pre en⁑Λng Gang Ac⁑Λ Λ⁑Q"; "A V Λce fr m A⁑Λa"; and a "V Λce fr m La⁑Λn AmerΛca." The e¤perΛence al⁑ pr Λded teacher⁑ Λ⁑h fΛr⁑hand kn ledge f the⁑e gr %p⁑' c ncern⁑ ab %⁑ ed%ca⁑Λ n, theΛr percep⁑Λ n⁑ ab %⁑ sch l⁑, and the manQ al⁑erna⁑Λ e aQ⁑ tha⁑ e¤Λ⁑ t   rk t ge⁑her. ThΛ⁑ i⁑ par⁑Λc%larlQ imp r⁑an⁑ in ArlΛng⁑ n, VΛrgΛnΛa, here teacher⁑ m%⁑ deal Λ⁑h manQ unfamΛlΛar s cΛal, c%l⁑%ral, and ec n mΛc i⁑%e⁑ tha⁑ ha e a tremend %⁑ effec⁑ n ed%ca⁑Λ n. (LMI)

ED 408 704   EA 028 444

Project Success Enrichment: Training Manual.
PUB DATE- 96
NOTE- 115p.; For related documents on other topics in the same project, see ED 404 794 and EC 305 589-591.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Rating Scales; Brain Hemisphere Functions; Cognitive Style; Curriculum; Elementary Education; Evaluation Methods; *Gifted; Individual Characteristics; *Language Arts; *Student Evaluation; Talent Identification; Teaching Methods; *Visual Arts
IDENTIFIERS- Blooms Taxonomy

This manual is intended to train teachers to use the Project Success Enrichment (PSE) program to teach language arts and visual arts to gifted and typical elementary school students. An introduction outlines the PSE goals and provides a history of PSE. The next section discusses diagnostic and identification procedures for use in examining students' learning styles and abilities. Included in this section are materials for evaluating student characteristics and abilities, including those of superior students, students with learning disabilities, and talented/gifted students. Also included are materials on the behaviors of gifted students, criteria for screening and/or diagnosing language and visual arts abilities, and pre-tests for determining language and visual arts abilities. Information is also provided on left and right brain hemisphere functions. A section on curriculum presents the PSE hierarchy of learning skills and describes the PSE language and visual arts curriculum. Teaching strategies are then outlined, including information on Benjamin Bloom's taxonomy of higher level thinking. Evaluation procedures are presented for rating the overall effectiveness of PSE programs and progress in language arts and visual arts. Blank reporting forms are provided for evaluating students' individual performance and PSE training. (CR)

ED 408 723 EC 305 593

International Classification of Impairments, Disabilities, and Handicaps: A Manual of Classification Relating to the Consequences of Disease.
PUB DATE- 94
NOTE- 207p.; This 1994 reprinting includes both the Introduction to the original 1980 edition (see ED 204 909) and the Foreword to the 1993 reprint. "In other respects, the manual is essentially unchanged...."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010), Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Classification; Clinical Diagnosis; *Disabilities; *Disability Identification; Evaluation Methods; Foreign Countries; Mobility; Self Management; Social Integration; *Symptoms (Individual Disorders)
IDENTIFIERS- World Health Organization

This classification system is intended to offer a conceptual framework for information; the framework is relevant to the long-term consequences of diseases, injuries or disorders, and applicable both to personal health care, including early identification and prevention, and to the mitigation of regardΛng medΛa::Λ n are lΛ::ed, incl¥dΛng: dΛ::p¥::e:: in l Λng eap n::, dr¥g:: r phQ::Λcal/::e¤¥al ab¥::e are n :: accep::able ca::e:: f r medΛa::Λ n; n rec rdΛng:: f the medΛa::Λ n pr ceedΛng:: are made; and each par::Q sh ¥ld de::Λgna::e a per:: n Λ::h the a¥::h rΛ::Q t make fΛnal re:: l¥::Λ n decΛ::Λ n::. (DB)

ED 408 742   EC 305 613

P ¥l::en, MarΛe Kanne; C le, Car l K.
Pr jec:: Rela::Λ n::hΛp: Crea::Λng and S¥::::aΛnΛng a N¥r::¥rΛng C mm¥nΛ::Q Man¥al and VΛde .
SPONS. AGENCY- SpecΛal Ed¥ca::Λ n Pr gram:: (ED/OSERS), Wa::hΛng:: n, DC.
PUB DATE- 96
NOTE- 121p.; VΛde n :: a aΛlable fr m EDRS.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC05 Pl¥:: P ::::age.
PUB TYPE- G¥Λde::/Me::h d::/TechnΛq¥e:: (F r Prac::Λ::Λ ner::) - Cla::::r m U::e - TeachΛng G¥Λde:: (F r Teacher) (052),N n-prΛn:: MedΛa (100)
DESCRIPTORS- ChΛld CaregΛ er::; Cla::::r m TechnΛq¥e::; DecΛ::Λ n MakΛng; *In::er Λce Teacher Ed¥ca::Λ n; In::erper:: nal Rela::Λ n::hΛp; M del::; Pre::ch l Ed¥ca::Λ n; Pr blem S l Λng; Reg¥lar and SpecΛal Ed¥ca::Λ n Rela::Λ n::hΛp; *SpecΛal Ed¥ca::Λ n; SpecΛal Ed¥ca::Λ n Teacher::; *S::aff De el pmen::; Teacher C llab ra::Λ n; TeachΛng G¥Λde::
IDENTIFIERS- L :: Angele:: UnΛfΛed Sch l DΛ::::rΛc:: CA

ThΛ:: man¥al and rela::ed 41-mΛn¥::e vΛde   a:: pr d¥ced bQ a 5-Qear federallQ f¥nded pr jec:: t f ::::er c llab ra::Λ n be:: een specΛal ed¥ca::Λ n and chΛld care s::aff in earlQ chΛldh d pr gram::. The appr ach i:: ba::ed n a s::r¥c::¥red, rela::Λ n::hΛp-ba::ed, pr blem s l Λng frame rk, "G Λng Ar ¥nd the CΛrcle." The pr ce:::: in l e:: fΛ e s::ep::: (1) iden::ΛfQΛng s::aff-genera::ed i::::¥e:: f r pr blem s l Λng; (2) ga::herΛng inf rma::Λ n fr m all c ncerned; (3) e¤pl rΛng h   beha Λ r i:: c mm¥nΛca::ed thr ¥gh in::erac::Λ n:: and rela::Λ n::hΛp::; (4) iden::ΛfQΛng p ::::Λble s l¥::Λ n:: and barrΛer::; and (5) re Λe Λng and e al¥a::Λng the ch ::en plan. The fΛr:::: chap::er in::r d¥ce:: the theme:: f crea::Λng s¥::::aΛnΛng c mm¥nΛ::Λe:: and rela::Λ n::hΛp-b¥ΛldΛng s::aff de el pmen::. Chap::er 2 f c¥::e:: n u::Λng the "G Λng Ar ¥nd the CΛrcle" m del t b¥Λld a¥::hen::Λc rela::Λ n::hΛp:: and impr e s::aff c mm¥nΛca::Λ n. The ne:::: chap::er applΛe:: the m del t in::erac::Λ n:: Λ::h Q ¥ng chΛldren and the enhancemen:: f cla::::r m s¥cce::::. The la:::: chap::er c n::Λder:: the imp r::ance f s¥pp r::Λ e r ¥::Λne:: and rΛ::¥al:: f r chΛldren, s::aff, and famΛlΛe::. An appendΛ¤ de::crΛbe:: applΛca::Λ n f the m del in L :: Angele:: ChΛldren':: Cen::er pr gram::. Hand ¥:::: appr prΛa::e f r s::aff de el pmen:: are a::::ached. (C n::aΛn:: 12 reference::.) (DB)

ED 408 743   EC 305 614

J hn::, Be erleQ H.; Keenan, J hn P.
TechnΛq¥e:: f r ManagΛng a Safe Sch l.
PUB DATE- 97
NOTE- 213p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¥men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),G¥Λde::/Me::h d::/TechnΛq¥e:: (F r Prac::Λ::Λ ner::) - N n-Cla::::r m U::e (F r AdmΛnΛ::::ra::Λ e and S¥pp r:: S::aff, and f r Teacher::, Paren::::, ClergQ, e::c. in N n-Cla::::r m sΛ::¥a::Λ n::) (055),Te::::, Q¥e::::Λ nnaΛre::, E al¥a::Λ n In::::r¥men:::: (160)
DESCRIPTORS- Aggre::::Λ n; *Beha Λ r DΛ:: rder::; Beha Λ r Pr blem::;

A study investigated the perceptions of 78 special education teachers in Ohio about the implementation of a community-based, functional curriculum for students with severe disabilities. Teachers responded to a survey on their beliefs, perceptions about educational outcomes, levels of state and local support from educational agencies, how parents and the community felt about the program, barriers to program implementation, and the impact of staff development. Findings indicated that the majority of the teachers valued and supported the use of community based/functional curriculum. They saw the community as playing a key role in the implementation of the curriculum, which leads to outcomes such as a higher likelihood of student employment upon high school graduation, the development of better self-help skills, and an overall higher quality of life. The teachers felt that administrators understood and supported their efforts, but indicated that they are not receiving the necessary resources and funding for the most effective implementation of a functional curriculum. The most overwhelming barrier teachers reported was the inability of general education teachers to accept students with severe disabilities. The widespread existence of two separate systems of education, general and special, was considered to be a major concern. (CR)

ED 408 761 EC 305 632

Royer, Egide
The Teacher's Role in the Selection of Social Skills with BD Secondary School Students.
PUB DATE- 97
NOTE- 17p.; Paper Presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).
LAMGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; *Behavior Modification; Educational Objectives; Foreign Countries; Generalization; Grade 8; *Interpersonal Competence; Intervention; Junior High School Students; Junior High Schools; *Parent Participation; Program Effectiveness; *Skill Development; Social Development; Special Education; *Student Participation
IDENTIFIERS- Quebec

A study of 15 eighth graders with behavioral disorders in Quebec evaluated the effectiveness of a social and school-related skills training program in which goals were decided by the students, their teachers, and their parents. A first year pilot study assessed the effect of parent and teacher participation in the selection of skills to be learned by students (n=6) and the transfer of these skills to a special education class. Results showed a decrease, as perceived by teachers, in attention problems and an improvement in social and school-related skills, even though systematic observation of behaviors in the classroom is less conclusive. The second year study assessed the impact of a social skills training program on 15 students with behavioral disorders that included a teachers' assistance team program targeting in-class behavior management. Results showed a decrease, as perceived by parents, in behavior problems and improvement in social skills according to parents and a self-evaluation, and teacher interviews note positive changes in student behavior but these changes do not appear to be permanent. Factors that may contribute to enhancing skill transfer and maintenance are presented and the implications of

Education; *Regular and Special Education Relationship; *Special Education Teachers; Surveys; Teacher Influence; *Teacher Participation

A 3-year study of a New York suburban school district (3,000 students) examined the connection between regular education reform and special education. The school district had recently implemented building-level shared decision making teams as part of their efforts to reform education. The purpose of these teams was to develop goals for the district, such as having children attend school ready to learn, having academic goals that are appropriate for helping students enter the job market, and having safe and drug-free schools. Observation and interview data collected throughout the investigation indicate that the teams paid little attention to special education or students with disabilities. Educators working on reform in the district did not consider special education as a key component of the reform process and special educators knew little about these reforms. Findings indicate members of primary school teams were more likely than the middle school or high school team members to indicate that their team represented special education. However, simply having a special educator as a team member did not necessarily ensure special education would be discussed. The need for a team member with explicit responsibility for representing special education interests is urged. (Contains 34 references.) (CR)

ED 408 780 EC 305 661

Reid, Jennifer; And Others

The Role of Speech & Language Therapists in the Education of Pupils with Special Educational Needs. Final Report to the Scottish Office Education & Industry Department.

SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh.

PUB DATE- 96

NOTE- 265p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Communication Disorders; *Delivery Systems; Educational Resources; Elementary Secondary Education; Foreign Countries; Inclusive Schools; Integrated Services; Intervention; Parent Participation; *Parent School Relationship; Preschool Children; Program Effectiveness; *Speech Language Pathology; Student Needs; *Teacher Collaboration; Therapists

IDENTIFIERS- *Scotland

A 3-year study of 12 regional and 3 island authorities in Scotland investigated: (1) the speech and language therapy needs of pupils with special education needs; (2) forms of collaboration among parents and professionals; and (3) the perceived effectiveness of different models of speech and language therapy service delivery. The research results included the following findings: (1) there is a pattern of ever increasing demand for speech and language therapy that continuously outstrips increases in provision; (2) speech and language therapy managers felt that they had lost the power to give priority to children who did not have Records of Needs but who had equally pressing needs for speech and language therapy; (3) speech and language therapy managers felt services to pre-school children were increasingly at risk because of the reallocation of resources to school-aged children; (4) effective provision of speech and language therapy to pupils in

DESCRIPTORS- Adolescents; *Behavior Disorders; Elementary Secondary Education; *Intelligence Differences; Intelligence Quotient; *Oral Reading; Phoneme Grapheme Correspondence; Program Effectiveness; *Reading Difficulties; *Reading Instruction; Reading Skills; *Vocabulary; Word Recognition

This set of transparency masters provides information on a study of 52 adolescents with behavior disorders. The study assessed the value of teaching basic reading skills to at-risk 8th- to 10th-graders who were reading below the 4th grade level. Students were divided into three groups based on IQ level. The adolescents attended a foundation course that focused on letters-sound correspondences and included collaborative oral reading of novels to promote application of word-analysis skills. The second course promoted students' fluency in recognizing words and their meaning via software, games, and collaborative oral reading. Results indicate: (1) students achieved significant, accelerated growth over time on basic reading, vocabulary, and fluency skills; (2) on the fluency measure, all three IQ groups started out at about the same level and ended up at about the same level; (3) on the basic reading measure, all three IQ groups started out low and made about the same amount of growth; and (4) on the vocabulary measure, the three IQ groups started out at different levels and finished at different levels, with the rate of growth being about the same. Charts are provided detailing the oral reading fluency, basic reading, and vocabulary results of the different IQ groups. (CR)

ED 408 798 EC 305 680

Smith, Marty
Behavioral Intervention Program.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997). Map contains very small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; *Behavior Modification; Elementary Secondary Education; *Negative Reinforcement; Parent Participation; *Positive Reinforcement; Program Effectiveness; Teacher Collaboration; *Team Training; Technical Assistance; Time Out
IDENTIFIERS- Georgia

This brief paper describes a Behavioral Intervention Program (BIP) in Georgia in 1995-1997 that provided services at the local level for 88 students with severe and challenging behaviors. Under the program, students with severe behaviors are identified at the local level and referred to the BIP through a request for service process. The local school establishes a Behavior Support Team for participation in the BIP Technical Assistance training. The team is consisted primarily of the student's parents, teachers, related service personnel, supervisors, and administrators. The purpose of the team is to develop an effective behavioral support plan for the student. The technical assistance training focuses on assessment, intervention, and follow-up. The training has been effective in reducing the use of intrusive interventions (isolated time-out, non-isolated time-out, physical restraint, and loss of privileges), and in increasing the use of proactive behavior support (breaks, choices, communication, extinction, transition cues, schedule changes, blocking, reinforcement and preparation, principles of special education, service models, integration, and special education eligibility in Brazil. (Each article contains references.) (CR)

ED 408 816 FL 024 060

Pula, Judith J., Ed.
Maryland English Journal, Volume 30, Numbers 1-2.
PUB DATE- 96
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acculturation; Adult Education; Bilingualism; Cultural Pluralism; Elementary Secondary Education; *English (Second Language); High Risk Students; Immigrants; *Limited English Speaking; Literature Appreciation; Personal Narratives; Poetry; Public Speaking; *Reading Instruction; Second Language Instruction; Service Learning; Student Projects; Testing; Urban Schools; Urban Universities; Writing Evaluation; Writing Exercises; *Writing Instruction

The two issues of this journal contain articles about aspects of English teaching and samples of student work. The Fall 1995 issue contains: "'I Want More Books Like It': Implementing a Reading Workshop in an Urban Classroom with At-Risk Students" (Rebecca Joseph); "Service Learning Prompts for the Maryland Writing Test" (Kathy A. Megyeri); "My Grandfather and the Fish" (Elizabeth Hodges); "Crystal" (Patricia Wilson); "Practice Makes Perfect" (Patricia Wilson); five samples of senior citizens' local history writing; and 24 samples of children's writing, primarily poetry. The Spring 1996 issue (Special Issue: English for Speakers of Other Languages) contains: "Understanding Limited English Proficiency Students: Strategies for Non-ESOL Teachers" (Jennifer Wilmer, Martha Rove Dolly); "Making Sense of the American Experience: Performance-Based Group Projects and Individual Speech Presentations as Bond Builders for Speakers of English as a Second Language" (Lee Viccellio); "Making Sense of the American Experience: Literature as a Bond Builder for Speakers of English as a Second Language" (Joanne Langan); "Making Sense of the American Experience: Writing Instruction as Bond Building for Speakers of English as a Second Language" (Nancy Traubitz); "'Where Is Your ID': The Literacy Narrative of a Bilingual, Bicultural Student at an Urban University" (Mary Louise Buley-Meissner); 22 samples of children's writing; and "Poetry: Passion of Long-Time 'Maryland English Journal' Contributor Carol F. Peck" (Erin E. Calvert). (MSE)

ED 408 817 FL 024 453

Yumoto, Kaiuk
Preliminary Study of Child's Second Language Acquisition.
PUB DATE- Mar 84
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080), Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Bilingualism; *Child Language; *Code Switching (Language); Cognitive Development; Comparative Analysis; *English (Second Language); Foreign Countries; Japanese; Language Attitudes; Language Patterns; Language Research; Language Usage; *Learning Processes; Linguistic Theory; Phonology; Second Language Learning; *Time Factors

ED 408 837 FL 024 591

Robbins, John E.; And Others
Foreign Languages and Interests in Global Business Courses and Careers.
PUB DATE- Mar 97
NOTE- 8p.; Paper presented at the Annual Conference on Languages and Communication for World Business and the Professions (16th, Ypsilanti, MI, April 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Career Development; Careers; College Students; Educational Attitudes; Foreign Countries; *International Trade; *Language Attitudes; Second Language Learning; *Second Languages; *Student Attitudes; Student Characteristics; Surveys; Work Attitudes

A survey investigated the attitudes and preferences of business administration students concerning college courses in international business and job assignments abroad. Respondents were from 13 regional business schools, broadly distributed in the United States. All were public institutions. Questions elicited information about student characteristics (major, sex, class, country of citizenship), foreign travel, languages spoken, overseas work experience, number of international business courses already taken, interest in additional courses, feelings about a three-year assignment abroad, and feelings about a 30-day assignment abroad. Results indicate strong differences based on the number of languages spoken and all the dependent variables (international courses taken/planned, job assignment preferences), for the sample as a whole and for American students within it. Foreign students, in general, were very interested in international courses and career assignments, regardless of number of languages spoken. Implications are outlined for business curriculum and program design and for emphasis given to languages in the curriculum. Contains 21 references. (MSE)

ED 408 838 FL 024 592

Terry, Robert M., Ed.
Dimension '97: Addressing the Standards for Foreign Language Learning. Selected Proceedings of the Joint Conference of the Southern Conference on Language Teaching and the South Carolina Foreign Language Teachers' Association (Myrtle Beach, South Carolina).
PUB DATE- 97
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Persistence; *Academic Standards; Articulation (Education); Communicative Competence (Languages); Course Organization; Cultural Awareness; *Cultural Education; Educational Objectives; Educational Technology; Elementary Secondary Education; *FLES; French; Futures (of Society); Higher Education; Language Teachers; Literature Appreciation; Second Language Instruction; Second Language Learning; *Second Languages; Spanish; Student Placement; Student Recruitment; Teacher Education
IDENTIFIERS- Foreign Language Exploratory Program

Seven papers from the annual conference are presented.

HalmarΛ, Helena
G ernmen∷ and C de∷ Λ∷chΛng: E¤plaΛnΛng AmerΛcan FΛnnΛ∷h.
PUB DATE- 97
NOTE- 292p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- D cǩmen∷ N ∷ A aΛlable fr m EDRS.
PUB TYPE- B k∷ (010),Rep r∷∷ - E alǩa∷Λ e/Fea∷ΛbΛlΛ∷Q (142)
DESCRIPTORS- *BΛlΛngǩalΛ∷m; *C de S Λ∷chΛng (Langǩage); C n∷ra∷∷Λ e LΛngǩΛ∷∷Λc∷; *FΛnnΛ∷h; Grammar; *Langǩage Pa∷∷ern∷; Langǩage Re∷earch; Langǩage U∷age; *Langǩage VarΛa∷Λ n; LΛngǩΛ∷∷Λc B rr Λng; LΛngǩΛ∷∷Λc The rQ; SQn∷a¤; Unc mm nlQ Taǩgh∷ Langǩage∷

A s∷ǩdQ f c de∷ Λ∷chΛng pa∷∷ern∷ in AmerΛcan speaker∷ f FΛnnΛ∷h, prΛmarΛlQ a∷ the sQn∷ac∷Λc le el, i∷ pre∷en∷ed. Sǩbjec∷∷ are 21 FΛnnΛ∷h-EnglΛ∷h bΛlΛngǩal∷ aged 8 t 91 Qear∷, h ∷e speech in na∷ǩrallQ ccǩrrΛng speech sΛ∷ǩa∷Λ n∷ a∷ rec rded and analQΛed f r in∷ra∷en∷en∷Λal c de∷ Λ∷chΛng. The analQ∷Λ∷ l ked a∷ (1) h   mǩch c de∷ Λ∷chΛng c ǩld be e¤plaΛned Λ∷hΛn the frame rk f unΛ er∷al grammar, e∷pecΛallQ the prΛncΛple f g ernmen∷; (2) h   earlΛer pr p ∷ed vΛe ∷ n c de∷ Λ∷chΛng c n∷∷raΛn∷∷ mΛgh∷ be unΛfΛed; (3) the dΛ∷∷Λnc∷Λ n be∷ een c de∷ÑΛ∷chΛng and b rr Λng; and (4) predΛc∷Λ n f c de∷ÑΛ∷chΛng pa∷∷ern∷ in tQp l gΛcallQ dΛfferen∷ langǩage∷, begΛnnΛng Λ∷h FΛnnΛ∷h and EnglΛ∷h and e∷∷endΛng t ∷her langǩage∷. I∷ i∷ c nclǩded tha∷ claΛm∷ t ab∷ lǩ∷e unΛ er∷alΛ∷Q f gramma∷Λcal c n∷∷raΛn∷∷ ha e faΛled, n ∷ becaǩ∷e the claΛm∷ ha e n ∷ been in∷Λgh∷fǩl bǩ∷ becaǩ∷e langǩage∷ dΛffer in the in∷ernal s∷rǩc∷ǩre f theΛr grammar∷ and sQn∷ac∷Λc c n∷∷raΛn∷∷ maQ be errΛdden bQ s cΛ lΛngǩΛ∷∷Λc r ∷her fac∷ r∷. C n∷en∷∷ are inde¤ed. C n∷aΛn∷ 213 reference∷. (MSE)

ED 408 858 FL 024 626

CraÑf rd, Jame∷
Be∷∷ E Λdence: Re∷earch F ǩnda∷Λ n∷ f the BΛlΛngǩal Edǩca∷Λ n Ac∷. NCBE Rep r∷.
SPONS. AGENCY- OffΛce f BΛlΛngǩal Edǩca∷Λ n and MΛn rΛ∷Q Langǩage∷ AffaΛr∷ (ED), Wa∷hΛng∷ n, DC.
PUB DATE- Mar 97
NOTE- 78p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC04 Plǩ∷ P ∷∷age.
PUB TYPE- Inf rma∷Λ n AnalQ∷e∷/S∷a∷e- f-∷he-ar∷ Ma∷erΛal∷ (070)
DESCRIPTORS- AcademΛc S∷andard∷; Ala∷ka Na∷Λ e∷; AmerΛcan IndΛan∷; *BΛlΛngǩal Edǩca∷Λ n; BΛlΛngǩalΛ∷m; Cǩl∷ǩral Plǩral Λ∷m; Da∷a C llec∷Λ n; Edǩca∷Λ nal Impr emen∷; Edǩca∷Λ nal Objec∷Λ e∷; Edǩca∷Λ nal Re∷ ǩrce∷; Edǩca∷Λ nal Techn l gQ; Elemen∷arQ Sec ndarQ Edǩca∷Λ n; Eqǩal Edǩca∷Λ n; *Federal LegΛ∷la∷Λ n; HΛgher Edǩca∷Λ n; *Langǩage Re∷earch; *Langǩage R le; *LΛmΛ∷ed EnglΛ∷h SpeakΛng; Objec∷Λ e∷; Paren∷ Par∷ΛcΛpa∷Λ n; P er∷Q; Pr gram E alǩa∷Λ n; Re∷earch Me∷h d l gQ; Teacher Edǩca∷Λ n
IDENTIFIERS- *Impr Λng AmerΛca∷ Sch l∷ Ac∷ 1994 TΛ∷le VII

Cǩrren∷ re∷earch lΛ∷era∷ǩre n the edǩca∷Λ n f langǩage mΛn rΛ∷Q s∷ǩden∷∷ in the UnΛ∷ed S∷a∷e∷ i∷ re Λe ed a∷ i∷ rela∷e∷ t the BΛlΛngǩal Edǩca∷Λ n Ac∷ f 1994 (TΛ∷le VII f the Impr Λng AmerΛca'∷ Sch l∷ Ac∷). The re Λe specΛfΛcallQ e¤amΛne∷ the∷e area∷ f c ncern: langǩage dΛ er∷Λ∷Q in the UnΛ∷ed S∷a∷e∷; lΛmΛ∷ed EnglΛ∷h skΛll∷, p er∷Q, and edǩca∷Λ n; challenge∷ f r lΛmΛ∷ed-EnglΛ∷h-pr fΛcΛen∷ (LEP) s∷ǩden∷∷; the specΛal s∷a∷ǩ∷ f Na∷Λ e AmerΛcan∷; teacher traΛnΛng and the r le f hΛgher edǩca∷Λ n in∷∷Λ∷ǩ∷Λ n∷; TΛ∷le VII in∷∷rǩc∷Λ nal pr gram∷; pr m ∷Λng hΛgh s∷andard∷ and bΛlΛngǩal skΛll∷; the na∷Λ nal

process of hiring a commissioning agent. Chapters include an overview of commissioning and discussions of: approaches to commissioning, design requirements, contract document requirements, the steps of the commissioning process, selecting the commissioning agent, and the costs of commissioning. A case study of commissioning a science building is provided. The other half of the guide consists of a description of terms and 15 different guide specifications in the form of detailed documentation and testing checklists, divided to indicate specific tasks and tests (e.g., general, mechanical, electrical facility startup/commissioning; commissioning--general requirements; HVAC systems, supply air systems, exhaust air systems, environmental control systems, etc.) (JLS)

ED 408 877 HE 030 191

Cotler, Stephen R.
Removing the Barriers: Accessibility Guidelines and Specifications.
PUB DATE- 91
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Building Design; *College Buildings; Compliance (Legal); Construction Needs; *Design Requirements; Disabilities; *Educational Facilities; *Educational Facilities Planning; Higher Education
IDENTIFIERS- *Americans with Disabilities Act 1990

This guide provides guidelines for meeting the accessibility requirements of the Americans with Disabilities (ADA) Act in college and university buildings. The publication is divided into 10 chapters, the first 7 of which present construction drawings, evaluation criteria, and specifications for: (1) site accessibility (external path of travel, curbing, parking); (2) the building entrance; (3) doors, (4) interior circulation, (5) restrooms and bathing facilities, (6) drinking fountains and pay telephones, and (7) special spaces and equipment (such as dormitories, kitchens, dining halls, libraries). Mandatory evaluation requirements are noted at the beginning of each chapter. The eighth chapter provides guidance for facilities inventory and evaluation. It discusses surveying for barriers and includes a detailed facilities survey instrument. Chapter 9 discusses other accessibility issues including cost effectiveness, communication, construction supervision, and program implementation. Chapter 10 lists additional resources including 57 organizations that can provide information about accessibility. There are also 105 construction detail line drawings (e.g., typical curb range details, accessible door handles, typical sleep/study room for two persons) and a glossary of definitions taken from the Americans with Disabilities Act. (Contains 59 references.) (JLS)

ED 408 878 HE 030 193

Frontiers in Learning. The Association of Higher Education Facilities Officers Educational Conference and Annual Meeting Proceedings (83rd, Salt Lake City, Utah, July 21-23, 1996).
PUB DATE- Jul 96
NOTE- 308p.; For the 1995 Proceedings, see ED 388 161. Title page varies.

rkplace⸬ Λ⸬h th ⸬e f m re tradΛ⸬Λ nallQ rganΛΛed ne⸬; and (3) t c n⸬⸬rŭc⸬ inn a⸬Λ e aQ⸬ t in⸬r dŭce edŭca⸬ r⸬ t the changΛng skΛll demand⸬ f rk. Acc rdΛng t e⸬⸬en⸬Λ e b⸬er a⸬Λ n⸬ a⸬ t fac⸬ rΛe⸬, inclŭdΛng ne tha⸬ i⸬ e⸬pecΛallQ hΛgh tech and team ba⸬ed, lΛ⸬eracQ skΛll⸬ sh ŭld be mea⸬ŭred in c n⸬e⸬⸬ and n ⸬ merelQ a⸬ a se⸬ f c mpe⸬encΛe⸬. W rker⸬ in the hΛgh-⸬ech, team-ba⸬ed elec⸬r nΛc⸬ fac⸬ rQ u⸬ed c mple¤ and in⸬er⸬ Λned skΛll⸬ f rea⸬ nΛng, ma⸬hema⸬Λc⸬, inferencΛng, and neg ⸬Λa⸬Λ n t de⸬ermΛne rela⸬Λ n⸬hΛp⸬ and s l e pr blem⸬. Al⸬h ŭgh the⸬e rker⸬ came fr m a varΛe⸬Q f e⸬hnΛc backgr ŭnd⸬ and p ⸬⸬e⸬⸬ed varQΛng degree⸬ f EnglΛ⸬h skΛll⸬, theQ ere able t s l e pr blem⸬ a⸬ a team and mee⸬ verQ hΛgh qŭalΛ⸬Q and pr dŭc⸬Λ n s⸬andard⸬. F r the m ⸬⸬ par⸬, the rker⸬ c n⸬rΛbŭ⸬ed verQ hΛgh-le el thΛnkΛng skΛll⸬ f r verQ l paQ. A c n⸬Λdera⸬Λ n f r edŭca⸬ r⸬ i⸬ tha⸬ hΛgh-⸬ech, mŭl⸬Λe⸬hnΛc rkplace⸬ d n ⸬ call f r a ⸬⸬a⸬Λc se⸬ f "ba⸬Λc" skΛll⸬, ra⸬her f r aQ⸬ f neg ⸬Λa⸬Λng, fΛndΛng c mm n gr ŭnd, and re⸬pec⸬Λng the e¤perΛence⸬ and per⸬pec⸬Λ e⸬ f fell rker⸬. (C n⸬aΛn⸬ 12 reference⸬.) (KC)

ED 408 429 CE 074 139

PadΛlla, ChrΛ⸬⸬Λne
Sch l-⸬ -W rk: I⸬'⸬ Elemen⸬arQ.
PUB DATE- Mar 97
NOTE- 35p.; Paper pre⸬en⸬ed a⸬ the Annŭal Mee⸬Λng f the AmerΛcan Edŭca⸬Λ nal Re⸬earch A⸬⸬ cΛa⸬Λ n (ChΛcag , IL, March 1997).
LANGUAGE- EnglΛ⸬h
EDRS PrΛce- MF01/PC02 Plŭ⸬ P ⸬⸬age.
PUB TYPE- Rep r⸬⸬ - E alŭa⸬Λ e/Fea⸬ΛbΛlΛ⸬Q (142),Speeche⸬, C nference Paper⸬, "Paper⸬ Pre⸬en⸬ed a⸬..." (150)
DESCRIPTORS- Change Agen⸬⸬; C mmŭnΛ⸬Q In l emen⸬; *Edŭca⸬Λ n W rk Rela⸬Λ n⸬hΛp; Edŭca⸬Λ nal Change; Edŭca⸬Λ nal Impr emen⸬; Edŭca⸬Λ nal Prac⸬Λce⸬; Elemen⸬arQ Edŭca⸬Λ n; *Elemen⸬arQ Sch l⸬; GŭΛdelΛne⸬; In⸬⸬Λ⸬ŭ⸬Λ nal C pera⸬Λ n; Pr gram Implemen⸬a⸬Λ n; *Sch l Bŭ⸬Λne⸬⸬ Rela⸬Λ n⸬hΛp
IDENTIFIERS- *MΛl aŭkee Pŭblic Sch l⸬ WI

A ⸬⸬ŭdQ de⸬crΛbed the e¤perΛence⸬ f elemen⸬arQ edŭca⸬ r⸬ h are a⸬⸬emp⸬Λng t implemen⸬ a dΛ⸬⸬rΛc⸬ Λde Sch l-T -W rk (STW) ref rm eff r⸬ in the MΛl aŭkee (WΛ⸬c n⸬Λn) Pŭblic Sch l⸬ (MPS). The de⸬crΛp⸬Λ n⸬ ere derΛ ed fr m the fΛr⸬⸬ and sec nd Qear⸬ f a 3-Qear e alŭa⸬Λ n f MPS'⸬ STW implemen⸬a⸬Λ n plan. Da⸬a f r the ⸬⸬ŭdQ ere dra n fr m the f ll Λng s ŭrce⸬: de⸬aΛled ca⸬e ⸬⸬ŭdΛe⸬ f 18 f the 44 sch l⸬ dΛrec⸬lQ in l ed in the pr jec⸬; sŭr eQ⸬ f 44 STW implemen⸬er⸬, par⸬ΛcΛpa⸬Λng teacher⸬ (504 in Qear 1 and 553 in Qear 2), and 129 bŭ⸬Λne⸬⸬ and c mmŭnΛ⸬Q par⸬ner⸬; and f cŭ⸬ gr ŭp⸬ f paren⸬⸬ and ⸬⸬ŭden⸬⸬. The ⸬⸬ŭdQ f ŭnd three fac⸬ r⸬ tha⸬ m ⸬⸬ inflŭenced the sŭcce⸬⸬fŭl implemen⸬a⸬Λ n f STW: (1) a clear vΛ⸬Λ n f STW; (2) a per⸬ n h ser e⸬ a⸬ a "p Λn⸬ per⸬ n" f r STW; and (3) a pŭrp ⸬efŭl selec⸬Λ n f bŭ⸬Λne⸬⸬ and c mmŭnΛ⸬Q par⸬ner⸬. In ca⸬e⸬ here STW a⸬ sŭcce⸬⸬fŭl, ⸬⸬ŭden⸬⸬ ere m re engaged in edŭca⸬Λ n and te⸬⸬ sc re⸬ impr ed. (The rep r⸬ inclŭde⸬ 18 reference⸬ and 2 appendΛ¤e⸬ tha⸬ pr Λde elemen⸬arQ sch l dem graphΛc⸬ and an ŭ⸬lΛne f the charac⸬erΛ⸬⸬Λc⸬ f a STW sch l.) (KC)

ED 408 430 CE 074 146

PΛne⸬, MarΛ n; Callahan, JΛm
The EmergΛng W rkf rce De el pmen⸬ SQ⸬⸬em. P lΛcQ I⸬⸬ŭe⸬ M n graph 97-01.
SPONS. AGENCY- Na⸬Λ nal C ŭncΛl n Empl Qmen⸬ P lΛcQ, Wa⸬hΛng⸬ n, DC.

learning, positive learning environments, investments in early childhood education); improving pathways and transitions in lifelong learning and work; managing autonomy and choice and determining the role of government in lifelong learning; using goals and standards in formal and nonformal learning; strengthening educational resources (teachers and other key actors, new technologies, physical settings and information for lifelong learning); and paying for lifelong learning for all. Contains 121 tables/figures and 329 references. Appended are 63 tables of additional evidence and key statistics. (MN)

ED 408 447 CE 074 233

St. John-Brooks, Caroline
Mapping the Future: Young People and Career Guidance.
PUB DATE- 96
NOTE- 156p.; For related documents, see ED 379 801 and ED 393 211.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Adult Education; *Career Education; *Career Guidance; Case Studies; Counseling Effectiveness; *Counseling Techniques; Delivery Systems; *Education Work Relationship; Foreign Countries; Information Needs; Labor Market; *Lifelong Learning; Postsecondary Education; Privatization; *School Guidance; Secondary Education; Work Environment
IDENTIFIERS- Organisation for Economic Cooperation Development

This report examines the strengths and weaknesses of educational and career guidance in seven Organisation for Economic Cooperation and Development (OECD) countries. Chapter 1 defines educational and career guidance as embracing three key elements: educational, career, and personal/social guidance. Described in chapter 2 is the role of educational and career guidance in helping young people understand their abilities/aspirations and make a successful school-to-work transition. Chapter 3 explores the possible role of educational and career guidance in the labor market policies of OECD member countries and in helping individuals adapt to the changing world of employment. The emergence of lifelong learning as a dominant educational and economic theme is discussed along with the policy implications of the idea of continuous learning in a flexible labor market. The remaining two-thirds of the report focuses on selected career/educational guidance-related issues in the following countries: Austria (adding flexibility to traditional approaches); Canada (multiple recipes for success); Finland (a mass system moving toward individuals); Italy (the need to turn rhetoric into a more consistent reality); Japan (the need for guidance in a changing labor market); Mexico (adding the career element to educational guidance); and Scotland (whether privatization will deliver what clients want). Contains 41 references. (MN)

ED 408 448 CE 074 234

Miller, Riel
Measuring What People Know. Human Capital Accounting for the Knowledge Economy.
PUB DATE- 96
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Competence; Decision Making;

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advisory Committees; Community Colleges; Group Dynamics; *Guidelines; *Policy Formation; Postsecondary Education; Program Development; Program Implementation; Secondary Education; Technical Education; *Technical Institutes; Vocational Education; *Vocational High Schools
IDENTIFIERS- *Minnesota

This handbook and leadership guide for members of technical program advisory committees is a product of the Effective Advisory Committees Project conducted by the Minnesota State Board of Technical Colleges and the State Board of Education. The purpose of the project is to increase the effectiveness of the vocational advisory committees in Minnesota's high schools, secondary cooperative centers, and technical colleges. The handbook and leadership guide incorporates into its 6 chapters 50 indicators that the project identified as consistent with the behavior of effective advisory committees. The chapters cover the following: (1) organizing an advisory committee (purpose, structure, practices, and policies); (2) helping the committee members become acquainted; (3) life cycles of committees and members (4) working together as a group (solving problems, making decisions, planning, forecasting trends, and anticipating the future); (5) making meetings work (managing a meeting); and (6) making meetings work (the necessity of a committee workplan). Members of the advisory committee for the project are listed. (KC)

ED 408 468 CE 074 269

Snyder, Phyllis; Bergman, Terri
Looking at Training in a Business Context. The Role of Organizational Performance Assessments. Business Assistance Note #5.
PUB DATE- Apr 97
NOTE- 7p.; Product of the National Workforce Assistance Collaborative.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Continuing Education; *Educational Needs; Evaluation Methods; Guidelines; *Needs Assessment; *On the Job Training; *Organizational Development; *Organizational Effectiveness; *Performance Factors; Productivity; Self Evaluation (Groups); Training Objectives

Organizations that provide training to small- and mid-sized companies must take a broad look at companies' performance needs and offer a package of services that will address their performance problems. Providers must also help the company to see the connection between investments in human capital and increased productivity. Organizational performance assessment can help in both of these areas. An organizational performance assessment examines a company's work processes, organizational environment, customer service, and human resources in order to determine the factors affecting the company's overall performance. A good assessment then identifies a range of services the company might need, including technology enhancements, work process restructuring, labor-management changes, and workplace training. In order to assess work force

ED 408 487 CE 074 296

Alper, NeΛl O.; And O::her::
Ar::Λ:::: in the W rk F rce: Empl Qmen:: and EarnΛng::, 1970-1990. Re::earch DΛ Λ::Λ n Rep r:: #37.
PUB DATE- 96
NOTE- 153p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC07 Plɥ:: P ::::age.
PUB TYPE- B k:: (010),Rep r:::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- Age DΛfference::; *ArchΛ::ec::::; *Ar:: Edɥca::Λ n; *Ar::Λ::::; *Aɥ::h r::; Dance; De::Λgner::; Edɥca::Λ n W rk Rela::Λ n::hΛp; Edɥca::Λ nal A:::aΛnmen::; Empl Qmen:: Opp r::ɥnΛ::Λe::; *Empl Qmen:: Pa:::ern::; E::hnΛc Gr ɥp::; F reΛgn C ɥn::rΛe::; Ge graphΛc L ca::Λ n; Inc me; Lab r SɥpplQ; Mɥ::ΛcΛan::; Na::Λ nal Sɥr eQ::; Oɥ::c me:: f Edɥca::Λ n; QɥalΛ::Q f LΛfe; RacΛal DΛfference::; *SalarQ Wage DΛfferen::Λal::; Se¤ DΛfference::; Table:: (Da::a); Thea::er Ar:::; Underempl Qmen::; Unempl Qmen::
IDENTIFIERS- UnΛ::ed S::a::e::

Da::a fr m the U.S. Cen::ɥ:: and m re lΛmΛ::ed sɥr eQ:: aΛmed a:: specΛfΛc ar::Λ::: ccɥpa::Λ n:: ere u::ed t pr fΛle the empl Qmen:: and earnΛng:: f f ɥr gr ɥp:: f ar::Λ:::: in 1970-1990: aɥ::h r::, ar::Λ:::: h rk Λ::h theΛr hand::, perf rmΛng ar::Λ:::, and archΛ::ec:::: and de::Λgner::. The f ll Λng i::em:: ere e¤amΛned: e Λdence f mɥl::Λple j b h ldΛng; relΛabΛlΛ::Q/c n::Λ:::encQ f da::a fr m varΛ ɥ:: s ɥrce::; gr ::h f the fΛeld; ge graphΛc area:: here indΛ Λdɥal:: in the fΛeld are m ::: lΛkelQ t lΛ e and rk; age, se¤, and racΛal pa:::ern:: in the fΛeld; edɥca::Λ n, empl Qmen::, and inc me le el:: f r the fΛeld and i::: varΛ ɥ:: sɥbfΛeld::; sa::Λ::fac::Λ n Λ::h the fΛeld; and challenge:: facΛng indΛ Λdɥal:: rkΛng in the fΛeld. Inc me and empl Qmen:: le el:: varΛed ΛdelQ b ::h be:: een and Λ::hΛn the f ɥr ccɥpa::Λ nal gr ɥp:: e¤amΛned. The nɥmber:: f pe ple empl Qed in all the ccɥpa::Λ n:: e¤amΛned increa::ed sΛgnΛfΛcan::lQ dɥrΛng the decade:: e¤amΛned. In 1989, aɥ::h r::' t ::al earnΛng:: a eraged $23,335. In 1990, the medΛan inc me f r fɥll-::Λme female paΛn::er::/craf:: ar::Λ:::: a:: $18,762. In 1989, ac:: r::/dΛrec:: r::, dancer::, mɥ::ΛcΛan::, dec ra:: r::/de::Λgner::, and archΛ::ec:::: had medΛan inc me:: f $22,000, $8,500, $9,900, $45,873, and $56,773, re::pec::Λ elQ. In general, men tended t earn le:::: than theΛr male c ɥn::erpar:::. (MN)

ED 408 488 CE 074 304

McC Q, C. ElaΛne, Ed.
C llegΛa::e A Λa::Λ n Re Λe . Sep::ember 1992.
PUB DATE- Sep 92
NOTE- 41p.; F r rela::ed d cɥmen:::, see CE 074 305-308.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Plɥ:: P ::::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- C llec::ed W rk:: - General (020),Rep r:::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- *AccredΛ::a::Λ n (In:::Λ::ɥ::Λ n::); AΛrp r:::; Ar::Λcɥla::Λ n (Edɥca::Λ n); *A Λa::Λ n Edɥca::Λ n; *DecΛ::Λ n MakΛng; *FlΛgh:: TraΛnΛng; Grade:: (Sch la::Λc); HΛgher Edɥca::Λ n; Oɥ::c me:: f Edɥca::Λ n; Sec ndarQ Edɥca::Λ n; *TechnΛcal Edɥca::Λ n; *TraΛnΛng Me::h d::

ThΛ:: d cɥmen:: c n::aΛn:: fΛ e paper:: n a Λa::Λ n edɥca::Λ n. "TraΛnΛng C n::Λdera::Λ n:: f r E¤per:: PΛl :: DecΛ::Λ n MakΛng" (RΛchard J. Adam::, R nald J hn L far) i:: a rep r:: n re::earch iden::ΛfQΛng the dΛfference:: be:: een e¤per:: and n Λce decΛ::Λ n maker:: fr m a c gnΛ::Λ e inf rma::Λ n pr ce:::Λng per::pec::Λ e and c rrela::Λng the de el pmen:: f e¤per:: pΛl :: c gnΛ::Λ e pr ce:::e::

The Ne V ca¤Λ nalΛ¤m: De eQan, Mar¤Λ¤¤, and FreΛrean Theme¤.
  Inf rma¤Λ n SerΛe¤ N . 369.
SPONS. AGENCY- OffΛce f Ed¥ca¤Λ nal Re¤earch and Impr emen¤
  (ED), Wa¤hΛng¤ n, DC.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01/PC02 Pl¥¤ P ¤¤age.
PUB TYPE- Inf rma¤Λ n AnalQ¤e¤/S¤a¤e- f-¤he-ar¤ Ma¤erΛal¤ - ERIC
  Inf rma¤Λ n AnalQ¤Λ¤ Pr d¥c¤¤ (071)
DESCRIPTORS- *Ed¥ca¤Λ n W rk Rela¤Λ n¤hΛp; Ed¥ca¤Λ nal Change;
  Ed¥ca¤Λ nal PhΛl ¤ phQ; Ide l gQ; *Mar¤Λan AnalQ¤Λ¤;
  Par¤ΛcΛpa¤Λ e DecΛ¤Λ n MakΛng; P ¤¤¤ec ndarQ Ed¥ca¤Λ n; R le f
  Ed¥ca¤Λ n; Sec ndarQ Ed¥ca¤Λ n; *S cΛal Cla¤¤; *V ca¤Λ nal
  Ed¥ca¤Λ n
IDENTIFIERS- CrΛ¤Λcal Pedag gQ; *DeñeQ (J hn); *FreΛre (Pa¥l);
  V ca¤Λ nalΛ¤m
  ThΛ¤ paper trace¤ the r ¤¤ f the ne v ca¤Λ nalΛ¤m t the
ed¥ca¤Λ nal ref rm m emen¤¤ f the 1980¤, Λ¤h phΛl ¤ phΛcal
underpΛnnΛng¤ in the   rk f J hn De eQ in the earlQ 20¤h
cen¤¥rQ. I¤ e¤pl re¤ ¤her infl¥ence¤, incl¥dΛng Mar¤Λan
crΛ¤Λq¥e¤ f capΛ¤alΛ¤¤ u¤e¤ f ed¥ca¤Λ n and al¤erna¤Λ e vΛe ¤
 f ed¥ca¤Λ n and   rk pre¤en¤ed bQ f ll er¤ f Pa¥l FreΛre,
 h sa re l¥¤Λ narQ pr mΛ¤e in lΛ¤eracQ and ed¥ca¤Λ n. The
paper e¤amΛne¤ sΛgnΛfΛcan¤ De eQan, Mar¤Λ¤¤, and FreΛrean
theme¤ in the lΛ¤era¤¥re n the ne v ca¤Λ nalΛ¤m. I¤ de¤crΛbe¤
the De eQan sch lar¤' challenge t pre aΛlΛng a¤¤¥mp¤Λ n¤ ab ¥¤
v ca¤Λ nal ed¥ca¤Λ n and theΛr a¤¤er¤Λ n tha¤ ed¥ca¤Λ nal
ref rm Λll re¤¥l¤ in be¤¤er traΛned   rker¤ h can
par¤ΛcΛpa¤e effec¤Λ elQ in the   rkplace and in dem cracQ. The
paper re Λe ¤ Mar¤Λan analQ¤Λ¤ f h   sch l¤ repr d¥ce s cΛal
cla¤¤ ineq¥Λ¤Λe¤ thr ¥gh c¥rrΛc¥l¥m dΛfferen¤Λa¤Λ n, hΛch
s r¤¤ indΛ Λd¥al¤ in¤ f¥¤¥re cc¥pa¤Λ nal r le¤. I¤ e¤amΛne¤
the FreΛrean¤' u¤e f crΛ¤Λcal pedag gQ t a¤¤Λ¤¤   rkΛng-cla¤¤
pe ple in e¤amΛnΛng ppre¤¤Λ n. The paper c ncl¥de¤ Λ¤h a
dΛ¤c¥¤¤Λ n f the theme¤ dra n fr m the three ide l gΛe¤ tha¤
p Λn¤¤ ¥¤ the re¤Λcal c n¤radΛc¤Λ n¤ and/ r ten¤Λ n¤ Λ¤hΛn
them. I¤ s¥gge¤¤¤ re¤earch tha¤ Λll g¥Λde the f¥¤¥re f
v ca¤Λ nal ed¥ca¤Λ n. C n¤aΛn¤ 123 reference¤. (SK)

ED 408 509   CG 027 640

C ¤den, MerΛ¤h A.; Peer¤ n, S¤aceQ
S¥b¤¤ance Ab¥¤e, ClΛnΛcal Need¤, and Trea¤men¤ O¥¤c me¤ f r W men.
PUB DATE- 10 A¥g 96
NOTE- 28p.; Paper pre¤en¤ed a¤ the Ann¥al Mee¤Λng f the AmerΛcan
  P¤Qch l gΛcal A¤¤ cΛa¤Λ n (104¤h, T r n¤ , On¤arΛ , Canada,
  A¥g¥¤¤ 9-13, 1996).
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01/PC02 Pl¥¤ P ¤¤age.
PUB TYPE- Rep r¤¤ - E al¥a¤Λ e/Fea¤ΛbΛlΛ¤Q (142),Speeche¤,
  C nference Paper¤, "Paper¤ Pre¤en¤ed a¤..." (150)
DESCRIPTORS- Female¤; *In¤er en¤Λ n; Men¤al Heal¤h; *M ¤her¤;
  *O¥¤c me¤ f Trea¤men¤; Paren¤ ChΛld Rela¤Λ n¤hΛp; *Paren¤Λng
  SkΛll¤; Pr gram Effec¤Λ ene¤¤; P¤Qch l gΛcal Need¤;
  *Re¤Λden¤Λal Pr gram¤; *S¥b¤¤ance Ab¥¤e; T ddler¤
IDENTIFIERS- CalΛf rnΛa (S ¥¤h)
  ManQ   men seek trea¤men¤ f r s¥b¤¤ance ab¥¤e pr blem¤ d¥rΛng
theΛr chΛld-bearΛng Qear¤. E al¥a¤Λ n¤ f In¤er en¤Λ n¤ f r
the¤e   men need t take in¤ acc ¥n¤ ¤her pr blem¤ tha¤   men
maQ ha e hen theQ en¤er trea¤men¤. The effec¤Λ ene¤¤ f
re¤Λden¤Λal trea¤men¤ f r   men, s me f h m rep r¤ed a
hΛ¤¤ rQ f ab¥¤e and p¤Qch l gΛcal pr blem¤, i¤ rep r¤ed here.
Da¤a ere c llec¤ed n 101   men in t   re¤Λden¤Λal trea¤men¤

De∷pΛ∷e the fac∷ tha∷ m re ad le∷cen∷∷∷ u∷e alc h l than anQ ∷her drɄg, s∷ɄdΛe∷ f teenage alc h l mΛ∷Ʉ∷e are rela∷Λ elQ rare. ThΛ∷ gap i∷ addre∷∷ed in thΛ∷ re∷earch rep r∷ hΛch e¤amΛne∷ the pre alence and dem graphΛc predΛc∷ r∷ f teenage alc h l mΛ∷Ʉ∷e in a dΛ er∷e sample f 4,390 hΛgh sch l senΛ r∷ and dr p Ʉ∷∷. I∷ f cɄ∷e∷ n three dΛfferen∷ dΛmen∷Λ n∷ f mΛ∷Ʉ∷e: hΛgh-rΛ∷k drΛnkΛng, alc h l-rela∷ed pr blem∷, and hΛgh c n∷Ʉmp∷Λ n, and pr Λde∷ pre alence e∷∷Λma∷e∷ bQ gender and race/e∷hnΛcΛ∷Q tha∷ are eΛgh∷ed t repre∷en∷ the rΛgΛnal se en∷h-grade c h r∷ f 30 CalΛf rnΛa and Oreg n sch l∷. Re∷earch fΛndΛng∷ indΛca∷e tha∷ bQ grade 12, nearlQ 70% f the teenager∷ e¤hΛbΛ∷ed s me f rm f alc h l mΛ∷Ʉ∷e Λ∷hΛn the pa∷∷ Qear. T -∷hΛrd∷ engaged in hΛgh-rΛ∷k drΛnkΛng and er half ha e e¤perΛenced ne r m re alc h l-rela∷ed pr blem∷. M re s∷rΛngen∷ e∷∷Λma∷e∷ tha∷ reqɄΛre varΛe∷Q r per∷Λ∷∷ence f rΛ∷kQ drΛnkΛng and/ r alc h l-rela∷ed pr blem∷ s∷Λll cap∷Ʉre be∷ een 40% and 54% f thΛ∷ p pɄla∷Λ n, bɄ∷ thΛ∷ appr ach faΛl∷ t iden∷ΛfQ a∷ manQ a∷ half f the∷e a∷-rΛ∷k mΛ∷Ʉ∷er∷. Male∷ and female∷ b ∷h e¤hΛbΛ∷ hΛgh ra∷e∷ f alc h l mΛ∷Ʉ∷e, a∷ d m ∷∷ racΛal e∷hnΛc gr Ʉp∷. H e er, AfrΛcan AmerΛcan∷ and A∷Λan∷ are le∷∷∷ lΛkelQ t mΛ∷Ʉ∷e alc h l than WhΛ∷e∷ and HΛ∷panΛc∷. The re∷Ʉl∷∷ under∷c re the need f r inclɄdΛng dΛfferen∷ f rm∷ f alc h l mΛ∷Ʉ∷e in pre en∷Λ n pr gram∷. (RJM)

ED 408 528 CG 027 784

SandhɄ, DaQa SΛngh; A∷pQ, CherQl Blal ck
C Ʉn∷elΛng f r PrejɄdΛce Pre en∷Λ n and RedɄc∷Λ n.
PUB DATE- 97
NOTE- 382p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01 PlɄ∷ P ∷∷age. PC N ∷ A aΛlable fr m EDRS.
PUB TYPE- GɄΛde∷/Me∷h d∷/TechnΛqɄe∷ (F r Prac∷Λ∷Λ ner∷) - N n-Cla∷∷r m U∷e (F r AdmΛnΛ∷∷ra∷Λ e and SɄpp r∷ S∷aff, and f r Teacher∷, Paren∷∷, ClergQ, e∷c. in N n-Cla∷∷r m sΛ∷Ʉa∷Λ n∷) (055)
DESCRIPTORS- Beha Λ ral Objec∷Λ e∷; Black∷; Ca∷e S∷ɄdΛe∷; *C gnΛ∷Λ e Re∷∷rɄc∷ɄrΛng; C Ʉn∷elΛng TechnΛqɄe∷; E¤Λ∷∷en∷ΛalΛ∷m; HΛgher EdɄca∷Λ n; *H m ph bΛa; Pre en∷Λ n; *RacΛal BΛa∷; *Se¤ BΛa∷
IDENTIFIERS- AdlerΛan P∷Qch l gQ; MɄl∷ΛdΛmen∷Λ nal M del∷

PrejɄdΛce ha∷ been defΛned a∷ thΛnkΛng ill f ∷her∷ Λ∷h Ʉ∷ sɄffΛcΛen∷ arran∷. WaQ∷ in hΛch c Ʉn∷el r∷ can redɄce prejɄdΛce in theΛr clΛen∷∷, and me∷h d∷ f r addre∷∷Λng clΛen∷ pr blem∷ tha∷ are rela∷ed t prejɄdΛce are the f cɄ∷ f thΛ∷ b k. The te∷∷ draŵ∷ n an e∷∷en∷Λ e b dQ f lΛ∷era∷Ʉre e¤amΛnΛng rehabΛlΛ∷a∷Λ n eff r∷∷ tha∷ ea∷e the effec∷∷ f prejɄdΛce in an eff r∷ t fΛll the need f r f cɄ∷ed trea∷men∷ n the redɄc∷Λ n f prejɄdΛce. DɄe t the manQ c Ʉn∷elΛng p Λn∷∷ f vΛe fr m hΛch t perceΛ e prejɄdΛce, the t pΛc i∷ e¤pl red fr m nΛne c Ʉn∷elΛng rΛen∷a∷Λ n∷ hΛch seem repre∷en∷a∷Λ e f re∷earch eff r∷∷: (1) AdlerΛan; (2) p∷Qch analQ∷Λc; (3) e¤Λ∷∷en∷Λal; (4) ge∷∷al∷; (5) hɄman re∷ Ʉrce de el pmen∷; (6) in Λ∷a∷Λ nal; (7) per∷ n cen∷ered; (8) beha Λ ral; and (9) traΛ∷ and fac∷ r. Each dΛ∷cɄ∷∷Λ n pre∷en∷∷ the defΛnΛ∷Λ n, a∷∷Ʉmp∷Λ n∷, a∷∷e∷∷men∷ pr cedɄre∷, g al∷, and therapQ pr cedɄre∷ f r c Ʉn∷elΛng. AddΛ∷Λ nallQ, each chap∷er hΛch deal∷ Λ∷h a specΛfΛc rΛen∷a∷Λ n cl ∷e∷ Λ∷h a ca∷e s∷ɄdQ tha∷ illɄ∷∷ra∷e∷ h a c Ʉn∷el r u∷Λng tha∷ appr ach mΛgh∷ rk Λ∷h a clΛen∷ pre∷en∷Λng prejɄdΛce-rela∷ed pr blem∷. E¤ample∷ f repre∷en∷a∷Λ e therapeɄ∷Λc dΛal gɄe∷ f r each m del are al∷ pr Λded. Prac∷Λcal appr ache∷ are empha∷ΛΛed, and inclɄde the pre∷en∷a∷Λ n f a ne m del f prejɄdΛce pre en∷Λ n and redɄc∷Λ n, ca∷e illɄ∷∷ra∷Λ n∷, and 15 e en h m ph bΛa, se¤Ꝁal abꝀ∷e i∷ freqꝀen∷lQ mΛ∷handled bQ pr fe∷∷Λ nal∷ rkΛng Λ∷h mΛn rΛ∷Q p pꝀla∷Λ n∷. Re∷earch and mꝀl∷ΛcꝀl∷ꝀralΛ∷m ha e led t ad ance∷ in under∷∷andΛng se¤Ꝁal abꝀ∷e in i∷∷ varΛ Ꝁ∷ c n∷e¤∷∷. The c mplΛca∷ed i∷∷Ꝁe∷ hΛch sꝀrr Ꝁnd sꝀch abꝀ∷e, in nΛne dΛfferen∷ cꝀl∷Ꝁral se∷∷Λng∷, are e¤pl red in thΛ∷ b k. The c re f the te¤∷ i∷ a c llec∷Λ n f nΛne rΛgΛnal chap∷er∷ bQ aꝀ∷h r∷ repre∷en∷Λng a varΛe∷Q f cꝀl∷Ꝁral gr Ꝁp∷, h are e¤per∷∷ in trea∷Λng se¤Ꝁal abꝀ∷e am ng member∷ f theΛr gr Ꝁp. InclꝀded in thΛ∷ cꝀl∷Ꝁral mΛ¤ are AfrΛcan AmerΛcan∷, PꝀer∷ RΛcan∷, A∷Λan∷, PacΛfΛc I∷lander∷, FΛlΛpΛn AmerΛcan∷, Camb dΛan∷, Je ∷, Angl AmerΛcan∷, Se en∷h DaQ Ad en∷Λ∷∷∷, gaQ male∷, and le∷bΛan∷. Each cꝀl∷Ꝁre-∷pecΛfΛc chap∷er pre∷en∷∷ the s∷reng∷h∷ and challenge∷ f i∷∷ cꝀl∷Ꝁral gr Ꝁp in a s lꝀ∷Λ n- rΛen∷ed appr ach, Λ∷h the g al f pr ΛdΛng a c n∷e¤∷ f r under∷∷andΛng the pre en∷Λ n, ccꝀrrence, de∷ec∷Λ n, and rec erQ fr m se¤Ꝁal abꝀ∷e. Af∷er dΛ∷cꝀ∷∷Λng cꝀl∷Ꝁral n rm∷, each chap∷er e¤pl re∷ ppre∷∷Λ n i∷∷Ꝁe∷ tha∷ emerge in enc Ꝁn∷er∷ Λ∷h the s cΛal ser Λce sQ∷∷em and h pr fe∷∷Λ nal∷ can help famΛlΛe∷ rk t c Ꝁn∷erac∷ thΛ∷ ppre∷∷Λ n. The b k cl ∷e∷ Λ∷h an er Λeñ f the general pr mΛ∷e∷ and pΛ∷fall∷ f a∷∷endΛng t cꝀl∷Ꝁre hen pr ΛdΛng ser Λce∷ f r se¤Ꝁal abꝀ∷e. C n∷aΛn∷ an inde¤ and appr ¤Λma∷elQ 330 reference∷. (RJM)

ED 408 547 CG 027 832

SnQder, J n D.; SpΛndel, Ann
S∷ackΛng the Odd∷: A Na∷Λ nal DΛrec∷ rQ f E¤emplarQ Pr gram∷.
PUB DATE- 97
NOTE- 203p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC09 PlꝀ∷ P ∷∷age.
PUB TYPE- Reference Ma∷erΛal∷ - DΛrec∷ rΛe∷/Ca∷al g∷ (132)
DESCRIPTORS- Ad le∷cen∷∷; Career C Ꝁn∷elΛng; *DΛrec∷ rΛe∷; *L ng Range PlannΛng; P ∷∷ HΛgh Sch l GꝀΛdance; Pr gram De∷crΛp∷Λ n∷; Pr gram De el pmen∷; Pr gram GꝀΛde∷; *PꝀpΛl Per∷ nnel Ser Λce∷; Sch l C Ꝁn∷elΛng; Sch l C Ꝁn∷el r∷; Sec ndarQ EdꝀca∷Λ n; Sec ndarQ Sch l S∷Ꝁden∷∷; S∷Ꝁden∷ Need∷

A recen∷ s∷ꝀdQ f Ꝁnd tha∷ manQ s∷Ꝁden∷∷ ha e dream∷ f r the fꝀ∷Ꝁre, bꝀ∷ manQ f them are n pa∷h∷ tha∷ d n ∷ lead t tha∷ fꝀ∷Ꝁre. ManQ in∷∷Λ∷Ꝁ∷Λ n∷ are alreadQ takΛng s∷ep∷ t cl ∷e the gap be∷ñeen a∷pΛra∷Λ n∷ and realΛ∷Q, and s me f the pr gram∷ tha∷ are rkΛng t s∷ack the dd∷ in chΛldren'∷ fa r are pr fΛled in thΛ∷ dΛrec∷ rQ. EdꝀca∷Λ nal re∷earch indΛca∷e∷ tha∷ vΛ∷Λ∷∷ t sꝀcce∷∷fꝀl pr gram∷ m ∷Λ a∷e∷ vΛ∷Λ∷ r∷ bQ all Λng them t see h the pr ce∷∷ rk∷ and bQ sh Λng them the p er f p ∷∷ΛbΛlΛ∷Q. ThΛ∷ dΛrec∷ rQ i∷ in∷ended a∷ a re∷ Ꝁrce tha∷ indΛ ΛdꝀal∷ r in∷∷Λ∷Ꝁ∷Λ n∷ can refer t hen l kΛng f r aQ∷ t help s∷Ꝁden∷∷ and t l ca∷e fΛnancΛal aΛd, c Ꝁn∷elΛng pr gram∷, and ∷her inf rma∷Λ n. The pr gram de∷crΛp∷Λ n∷ are de∷Λgned t pr Λde sꝀffΛcΛen∷ inf rma∷Λ n t pΛqꝀe in∷ere∷∷ and t enc Ꝁrage a sΛ∷e vΛ∷Λ∷. The dΛrec∷ rQ help∷ iden∷ΛfQ pr gram∷ tha∷ maQ sꝀpp r∷ reader∷' need∷. I∷ i∷ rganΛΛed ar Ꝁnd the f cꝀ∷ f pr jec∷ ac∷Λ Λ∷Λe∷. E¤emplarQ sΛ∷e∷ fall in∷ f Ꝁr d maΛn∷: (1) Pa∷h aQ∷ in sch l∷; (2) Pa∷h aQ∷ in∷ P ∷∷∷ec ndarQ In∷∷Λ∷Ꝁ∷Λ n∷; (3) Pa∷h aQ∷ in∷ rk; and (4) Pa∷h aQ∷ t famΛlΛe∷ and c mmꝀnΛ∷Λe∷. SΛ∷e∷ are al∷ gr Ꝁped in∷ ge graphΛcal clꝀ∷∷er∷. FꝀr∷her inf rma∷Λ n n mΛnΛ-gran∷∷, sꝀch a∷ the sch l c Ꝁn∷el r pr jec∷, i∷ al∷ pr Λded. Appended i∷ a par∷Λal lΛ∷∷ f rganΛΛa∷Λ n∷ lΛ∷∷ed bQ s∷a∷e h sꝀpp r∷ed thΛ∷ rk and c n∷ΛnꝀe t engage in eff r∷∷ t pr m ∷e pr gram∷ tha∷ enhance edꝀca∷Λ n and career p∷Λ n∷ f r Q Ꝁng pe ple. (RJM) ma::erΛal:: in the b k are dΛ Λded in:: 2 s::rand::--le:::: n:: in the green s::rand are f r s::¼den:::: h are j¼::: begΛnnΛng t learn re::earch skΛll::, and le:::: n:: in the bl¼e s::rand are f r s::¼den:::: h ha e had s me e¤perΛence. F ll Λng a teacher reference g¼Λde, seo::Λ n:: f the b k pre::en:: bl¼e s::rand ma::erΛal::, green s::rand ma::erΛal::, and ma::erΛal:: f r all s::¼den:::: n b ::h plan:: and anΛmal t pΛc::. (RS)

ED 408 566   CS 012 845

FlemΛng, MarΛa
25 Emergen:: Reader MΛnΛ-B k::: Ea::Q-:: -Make Repr d¼cΛble B k:: T Pr m ::e LΛ::eracQ.
PUB DATE- 97
NOTE- 65p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¼men:: N :: A aΛlable fr m EDRS.
PUB TYPE- G¼Λde::/Me::h d::/TechnΛq¼e:: (F r Prac::Λ::Λ ner::) - Cla:::r m U::e - TeachΛng G¼Λde:: (F r Teacher) (052)
DESCRIPTORS- *Emergen:: LΛ::eracQ; Independen:: ReadΛng; PrΛmarQ Ed¼ca::Λ n; ReadΛng Impr emen::; *ReadΛng In:::r¼c::Λ n; ReadΛng SkΛll::; RhQme; *S¼pplemen::arQ ReadΛng Ma::erΛal::; TeachΛng G¼Λde::
IDENTIFIERS- G¼Λded ReadΛng Pr ced¼re; *MΛnΛb k::; Shared ReadΛng

S¼pplemen::Λng a readΛng pr gram a:: needed, thΛ:: b k pre::en:::: repr d¼cΛble pa:::ern:: t make 25 mΛnΛ-b k:: t s::reng::hen the skΛll:: f emergΛng reader:: (kΛndergar::en and grade 1). The ea::Q-t -make, ea::Q-:: -read mΛnΛ-b k:: are de::Λgned t b¼Λld chΛldren':: c nfΛdence a:: reader:: and help them gaΛn fl¼encQ. The mΛnΛ-b k:: pre::en::ed in the b k are rganΛΛed ar ¼nd p p¼lar elemen::arQ theme:: (All ab ¼:: Me, AnΛmal FrΛend::, FΛ e Sen::e:: F¼n, All thr ¼gh the Year, and Le::':: Ge:: C kΛng). The mΛnΛ-b k:: all incl¼de repe::Λ::Λ e and f::en rhQmΛng lang¼age, and f ll   predΛc::able pa:::ern::. The b k begΛn:: Λ::h ad Λce n h t u::e the mΛnΛ-b k:: d¼rΛng shared readΛng, g¼Λded readΛng, independen:: readΛng, and a::-h me readΛng. (RS)

ED 408 567   CS 012 846

V lland::, S::acQ R.; And O::her::
E¤perΛmen::al E al¼a::Λ n f C mp¼::er A::::Λ::::ed Self-A::::e::::men:: f ReadΛng C mprehen::Λ n: Effec:::: n ReadΛng AchΛe emen:: and A::::Λ::¼de.
SPONS. AGENCY- N¼ffΛeld F ¼nda::Λ n, L nd n (England).
PUB DATE- J¼n 96
NOTE- 149p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC06 Pl¼:: P :::age.
PUB TYPE- Rep r:::: - E al¼a::Λ e/Fea::ΛbΛlΛ::Q (142),Rep r:::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- *C mp¼::er A::::Λ::::ed Te:::Λng; Elemen::arQ Ed¼ca::Λ n; E al¼a::Λ n Me::h d::; F reΛgn C ¼n::rΛe::; *In:::r¼c::Λ nal Effec::Λ ene::::; ReadΛng AchΛe emen::; *ReadΛng A::::Λ::¼de::; *ReadΛng C mprehen::Λ n; ReadΛng Impr emen::; ReadΛng Re::earch; Se¤ DΛfference::
IDENTIFIERS- *Sc ::land (Aberdeen)

A s::¼dQ e al¼a::ed the effec:: s f:: are f r self-a::::e::::men:: and managemen:: f readΛng prac::Λce had n readΛng achΛe emen:: and m ::Λ a::Λ n in t   prΛmarQ sch l:: in Aberdeen, Sc ::land. The pr gram u::ΛlΛΛed a:: The Accelera::ed Reader (AR) hΛch a:: de::Λgned t enable c¼rrΛc¼l¼m ba::ed a::::e::::men:: f readΛng c mprehen::Λ n Λ::hΛn the cla:::r m. S::¼den:::: u::Λng the pr gram in b ::h sch l:: (Pr jec:: A and Pr jec:: B) read real b k:: fr m a selec::Λ n f 150 tΛ::le:: n the AR b k lΛ:::. S::¼den:::: then t k te:::: c n::Λ:::Λng f m¼l::Λple-ch Λce q¼e:::Λ n:: n the

In the br ade:::: sen::e, rhe:: rΛc and rhe:: rΛcal s::Ꮙd Λe:: are prΛmarΛlQ c ncerned Λ::h u::Λng langᏙage in c n::e:::: and, thᏙ::, mᏙ:::: f cᏙ:: n the c llab ra::Λ e, neg ::Λa::ed dQnamΛc:: f dΛ::c Ꮙr::e and dΛ::c Ꮙr::e pr dᏙc::Λ n. The::e br ad prΛncΛple:: pr Λded the ba::Λ:: f r the "LQceᏙm Pr jec::" (named f r the pᏙblΛc f rᏙm fΛr:::: de el ped bQ the Greek S phΛ:::::: in the fΛf::h cen::ᏙrQ B.C.), recen::lQ inΛ::Λa::ed and de el ped a:: N r::hern ArΛΛ na UnΛ er::Λ::Q (NAU). The pr jec:: a:: under rΛ::::en bQ an in::::rᏙc::Λ nal de el pmen:: gran:: pr ΛdΛng fᏙndΛng f r lec::Ꮙrer:: fr m varΛ Ꮙ:: fΛeld:: and pr fe::::Λ n:: t speak n the unΛqᏙe charac::erΛ::::Λc:: f theΛr n specΛfΛc dΛ::c Ꮙr::e sΛ::Ꮙa::Λ n::. The g al a:: t impr e teachΛng and learnΛng in b ::h the EnglΛ::h C mp ::Λ::Λ n and EnglΛ::h Rhe:: rΛc pr gram:: a:: NAU, pr m ::Λng cla::::r m dΛ::cᏙ::::Λ n and enrΛchΛng s::Ꮙden::::' under::::andΛng f c Ꮙr::e c n::en:: in the c n::e:::: f real   rld sΛ::Ꮙa::Λ n::. Am ng the 7 speaker:: recrᏙΛ::ed ere the c Ꮙn::Q pre::rΛal ser Λce:: dΛrec:: r, a l cal a:::: rneQ, a p::Qch ::herapΛ::::   rkΛng f r a famΛlQ help cen::er, and the c mp ::Λ::Λ n dΛrec:: r a:: a maj r s::a::e unΛ er::Λ::Q. S me speaker:: ere be::::er prepared f r pᏙblΛc dΛ::c Ꮙr::e than ::her::, Qe:: s::Ꮙden:: re::p n::e:: t the lec::Ꮙre:: ere faΛrlQ sΛmΛlar in   erall re::p n::e t each pre::en::er':: credΛbΛlΛ::Q and effec::Λ ene::::. The   erall bjec:: a:: t be sᏙre tha:: the lec::Ꮙrer:: had sparked the s::Ꮙden::::' crΛ::Λcal in::ere::::. GᏙΛdelΛne:: ha e been de el ped f r fᏙ::Ꮙre LQceᏙm pr jec::::. (C n::aΛn:: sΛ¤ reference::.) (CR)

ED 408 587   CS 215 862

An::::endΛg, LΛnda; MeQer, JeanΛne
Re::earchΛng the In::erne:: in a WrΛ::Λng Cla::::: A WrΛ::Λng Teacher'::
  R le and a C mpᏙ::er SpecΛalΛ::::':: R le.
PUB DATE- Mar 97
NOTE- 8p.; Paper pre::en::ed a:: the AnnᏙal Mee::Λng f the
  C nference n C llege C mp ::Λ::Λ n and C mmᏙnΛca::Λ n (48::h,
  Ph enΛ¤, AZ, March 12-15, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 PlᏙ:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Speeche::, C nference
  Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- HΛgher EdᏙca::Λ n; HQpermedΛa; *Inf rma::Λ n S Ꮙrce::;
  *In::erne::; Re::earch Pr jec::::; Re::earch SkΛll::; Re::earch T l::;
  S::Ꮙden:: Cen::ered CᏙrrΛcᏙlᏙm; S::Ꮙden:: De el pmen::; S::Ꮙden::
  Pr jec::::; S::Ꮙden:: Re::earch; Teacher R le; *WrΛ::Λng
  (C mp ::Λ::Λ n); *WrΛ::Λng In::::rᏙc::Λ n
IDENTIFIERS- *Re::earch CᏙrrΛcᏙlᏙm

An In::erne:: re::earch pr jec:: a:: under::aken bQ a cla:::: f c llege h n r:: s::Ꮙden:::: t see h   effec::Λ elQ the In::erne:: c Ꮙld be u::ed f r genᏙΛne re::earch pᏙrp ::e::. The cla:::: c n::Λ::::ed f 16 s::Ꮙden::::, a mΛ¤ f fre::hmen, s ph m re::, and jᏙnΛ r::, enr lled in an ad anced rΛ::Λng c Ꮙr::e h ::e f cᏙ:: a:: dΛfferen:: f rm:: f re::earch: I-Search, e::hn graphQ, ca::e s::ᏙdQ, In::erne::, and a c mbΛna::Λ n f appr ache::. S::Ꮙden:::: e¤amΛned s me f the re:: Ꮙrce:: a aΛlable and analQΛed the::e s Ꮙrce:: acc rdΛng t crΛ::erΛa de el ped t ge::her Λ::h theΛr in::::rᏙc:: r. TheQ prepared rep r:::: n theΛr fΛndΛng:: in the f rm f a Web, r HQper::e:::: MarkᏙp LangᏙage (HTML) d cᏙmen::, then r ::e sᏙmmarΛe:: de::crΛbΛng theΛr re::earch pr ce:::: and e alᏙa::Λng theΛr acc mplΛ::hmen::::. The pr jec:: a:: c mple::ed in the mΛddle f a seme::::er,   er a perΛ d f 3 eek:: in 5 cla:::: perΛ d::. S::Ꮙden:::: fΛr:::: c mple::ed a qᏙe::::Λ nnaΛre ab Ꮙ:: theΛr famΛlΛarΛ::Q Λ::h c mpᏙ::er:: and the In::erne::, then ere paΛred up and a::ked t ch ::e three t pΛc:: t re::earch. Af::er s::Ꮙden:::: c mple::ed d cᏙmen:::: pre::en::Λng theΛr fΛndΛng::, a cla:::: h me page a:: crea::ed. S::Ꮙden:: re::p n::e a:: p ::Λ::Λ e. BecaᏙ::e in thΛ:: tQpe f

De⁑Λgned Λ⁑h chΛldren in mΛnd, thΛ⁑ rkb k laQ⁑ ¥⁑ the f¥ndamen⁑al⁑ f the i⁑alΛc alphabe⁑ s tha⁑ i⁑ can be u⁑ed bQ teacher⁑ and ⁑her ad¥l⁑⁑ a⁑ a g¥Λde in teachΛng chΛldren. The rkb k i⁑ ba⁑ed n the idea tha⁑, be⁑Λde⁑ beΛng b ⁑h "bea¥⁑Λf¥l and readable," the i⁑alΛc alphabe⁑ ha⁑ the ad an⁑age f pre⁑en⁑Λng a l gΛcal pr gre⁑⁑Λ n fr m the prΛn⁑ed le⁑⁑er⁑ t theΛr c¥r⁑Λ e c ¥n⁑erpar⁑⁑. The f c¥⁑ f the rkb k i⁑ i⁑alΛc hand rΛ⁑Λng ra⁑her than callΛgraphQ, and the maj rΛ⁑Q f the e¤ercΛ⁑e⁑ can be rΛ⁑⁑en Λ⁑h a reg¥lar pen r pencΛl. The empha⁑Λ⁑ in the rkb k i⁑ n prac⁑ΛcΛng each le⁑⁑er indΛ Λd¥allQ and s me rd and sen⁑ence prac⁑Λce i⁑ incl¥ded. Af⁑er an in⁑r d¥c⁑Λ n, the rkb k i⁑ dΛ Λded in⁑ the f ll Λng sec⁑Λ n⁑: I⁑alΛc PrΛn⁑Λng (⁑¥bdΛ Λded in⁑ le⁑⁑er prac⁑Λce and rd prac⁑Λce); The CapΛ⁑al⁑; I⁑alΛc C¥r⁑Λ e (⁑¥bdΛ Λded in⁑ le⁑⁑er prac⁑Λce and sen⁑ence prac⁑Λce); I⁑alΛc Λ⁑h a Br ad-Edge⁑ Pen (⁑¥bdΛ Λded in⁑ le⁑⁑er prac⁑Λce and capΛ⁑al prac⁑Λce); and G¥ΛdelΛne⁑ (f r the teacher t crea⁑e hΛ⁑/her n rk⁑hee⁑⁑). (NKA)

ED 408 607 CS 215 893

M ran, MΛchael G.
J hn S⁑ΛrlΛng and the Cla⁑⁑Λcal Appr ach t S⁑Qle in 18⁑h Cen⁑¥rQ England.
PUB DATE- Mar 97
NOTE- 11p.; Paper pre⁑en⁑ed a⁑ the Ann¥al Mee⁑Λng f the C nference n C llege C mp ⁑Λ⁑Λ n and C mm¥nΛca⁑Λ n (48⁑h, Ph enΛ¤, AZ, March 12-15, 1997).
LANGUAGE- EnglΛ⁑h
EDRS PrΛce- MF01/PC01 Pl¥⁑ P ⁑⁑age.
PUB TYPE- Rep r⁑⁑ - E al¥a⁑Λ e/Fea⁑ΛbΛlΛ⁑Q (142), Speeche⁑, C nference Paper⁑, "Paper⁑ Pre⁑en⁑ed a⁑..." (150)
DESCRIPTORS- *Ed¥ca⁑Λ nal HΛ⁑⁑ rQ; Ed¥ca⁑Λ nal Prac⁑Λce⁑; Elemen⁑arQ Ed¥ca⁑Λ n; *In⁑⁑r¥c⁑Λ nal Effec⁑Λ ene⁑⁑; *Rhe⁑ rΛc; *Te⁑⁑b k E al¥a⁑Λ n
IDENTIFIERS- BlaΛr (H¥gh); *Cla⁑⁑Λcal Rhe⁑ rΛc; EΛgh⁑een⁑h Cen⁑¥rQ; Se en⁑een⁑h Cen⁑¥rQ; *S⁑ΛrlΛng (J hn); Te⁑⁑¥al AnalQ⁑Λ⁑

M ⁑⁑ 18⁑h-cen⁑¥rQ rhe⁑ rΛcΛan⁑ vΛe ed s⁑Qle a⁑ the e¤pre⁑⁑Λ n f a rΛ⁑er'⁑ indΛ Λd¥al charac⁑er and th ¥gh⁑, placΛng lΛ⁑⁑le empha⁑Λ⁑ n the lΛ⁑⁑⁑ f fΛg¥re⁑ c mm n in manQ 17⁑h-cen⁑¥rQ rhe⁑ rΛc⁑. J hn S⁑ΛrlΛng and ⁑her⁑, h e er, c n⁑Λn¥ed the 17⁑h-cen⁑¥rQ tradΛ⁑Λ n tha⁑ red¥ced rhe⁑ rΛc largelQ t s⁑Qle and empha⁑ΛΛed cla⁑⁑Λcal fΛg¥re⁑ f speech. S⁑ΛrlΛng'⁑ fΛr⁑⁑ maj r b k, "A SQ⁑⁑em f Rhe⁑ rΛc" (1733), in⁑ended f r elemen⁑arQ s⁑¥den⁑⁑, en⁑ thr ¥gh ab ¥⁑ 18 edΛ⁑Λ n⁑ and remaΛned in prΛn⁑ f r 100 Qear⁑. I⁑⁑ p p¥larΛ⁑Q pr e⁑ tha⁑ rhe⁑ rΛc a⁑ bQ n mean⁑ neglec⁑ed n the elemen⁑arQ le el, and i⁑ repre⁑en⁑⁑ an imp r⁑an⁑ de el pmen⁑ in the c¥rrΛc¥l¥m a⁑ i⁑ m ed fr m La⁑Λn-ba⁑ed t EnglΛ⁑h-ba⁑ed in⁑⁑r¥c⁑Λ n. I⁑ al⁑ dem n⁑⁑ra⁑e⁑ a repre⁑en⁑a⁑Λ e 18⁑h-cen⁑¥rQ pedag gΛcal me⁑h d f r teachΛng rhe⁑ rΛcal fΛg¥re⁑ t Q ¥ng s⁑¥den⁑⁑ a⁑ t l⁑ f r analQΛΛng te⁑⁑⁑. The b k began Λ⁑h S⁑ΛrlΛng'⁑ n e¤plana⁑Λ n in EnglΛ⁑h f 94 dΛ⁑⁑Λnc⁑ rhe⁑ rΛcal fΛg¥re⁑; the sec nd par⁑ dΛ⁑c¥⁑⁑e⁑ the same fΛg¥re⁑ in La⁑Λn. T help mem rΛΛa⁑Λ n f the fΛg¥re⁑, S⁑ΛrlΛng '⁑ defΛnΛ⁑Λ n⁑ ere ver⁑ΛfΛed in⁑ "dΛ⁑⁑Λche⁑," r rhQmed c ¥ple⁑⁑. A⁑ an addΛ⁑Λ nal learnΛng aΛd, S⁑ΛrlΛng n¥mbered the name f each fΛg¥re a⁑ the end f the lΛne f p e⁑rQ in hΛch i⁑ a⁑ men⁑Λ ned. In a sec⁑Λ n labeled "Term⁑ EnglΛ⁑h'd," s⁑¥den⁑⁑ are gΛ en EnglΛ⁑h term⁑ eq¥Λ alen⁑ t the Greek and La⁑Λn ne⁑. S⁑ΛrlΛng'⁑ p¥rp ⁑e a⁑ n ⁑ t pr d¥ce effec⁑Λ e speaker⁑ r e en gracef¥l rΛ⁑er⁑ b¥⁑ t make hΛ⁑ s⁑¥den⁑⁑ be⁑⁑er reader⁑ f the cla⁑⁑Λc⁑, and t tha⁑ end, he a⁑ s¥cce⁑⁑f¥l. (C n⁑aΛn⁑ sΛ¤ reference⁑.) (NKA) all 91 school districts in the state, with 47 returned of which 44 were usable, for a response rate of 48%. Results indicated that school public relations practitioners fulfill both the manager and technician roles equally, although it is responsibilities relating to the management function that seem to provide the most satisfaction. Women tend to be less active in the manager role. The public relations function reports directly to the school superintendent. There is a relationship between sex and salary in school district public relations and, with women, experience is negatively correlated with salary. Finally, there is a high level of encroachment into the public relations function in school districts. (Contains 36 references.) (Author/NKA)

ED 408 627 CS 509 518

Eldred, Jean Parker
Incorporating Experiential Learning in the Teaching of the Nonverbal Communication Course.
PUB DATE- 24 Nov 96
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Classroom Techniques; *Experiential Learning; Higher Education; *Instructional Improvement; Learning Activities; Learning Experience; Learning Modalities; Learning Strategies; *Nonverbal Communication; Student Needs; Student Participation; Teacher Attitudes
IDENTIFIERS- Learning Environments

Active learning results in better comprehension and retention of course concepts than passive learning. Experiential exercises (EE's) are a valuable means of achieving the goals of active learning. Well conceived EE's require, among other things, that the students: (1) engage in the gathering of concept-related behavioral data; (2) write a report which analyzes and evaluates collected data from the experience; and (3) participate in a classroom discussion of the experience. Objections to the inclusion of experiential learning in courses concern lack of available classroom time, lack of perceived academic value of exercises, and demands for preparation and grading time. Among benefits accrued by students using EE's and written reports in the nonverbal communication course are personal experience with operation of principles and concepts in their everyday lives and active critical processing of academic nonverbal concepts and principles, resulting in enhanced student learning of nonverbal skills. Benefits accrued by teachers using EE's and written reports in this course include, among others: enhanced insight into the students' grasp of concepts; generation of examples personally relevant to students; and more active student participation. Some of the criteria for selecting and creating meaningful EE's are: specific, concrete identification of the conceptual learning goals the exercise should achieve; identification, modification, or creation of EE's which effectively produce the desired student learning goals; and creation of clear directions for conducting the EE to ensure students' understanding. (Contains 10 references; suggestions and examples of EE's are appended.) (CR)

IDENTIFIERS- *Faculty Attitudes
A study examined the importance of various factors of the academic resume and employment interview from the perspective of university faculty members. Subjects, 130 assistant, associate, and full professors randomly selected from the faculty of a midwestern university, completed the Revised Academic Selection Process Questionnaire. Overall, the results indicated that publications and references were the most important items on the academic resume, while communication skills, intelligence, and credibility were the most important criteria for evaluating candidates. Results also indicated specific perceptual differences between gender groups and among academic rank groups for the search committee's responsibilities regarding academic employment interviewing. (Contains 52 references and 8 tables of data.) (Author/RS)

ED 408 648 CS 509 543

Sanderson, Cami M.; Jorgensen, Jerry D.
To Touch or Not to Touch: An Examination of Tactile Communication between College Students and Professor.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Classroom Communication; Communication Research; Higher Education; *Interpersonal Communication; Student Reaction; Teacher Response; *Teacher Student Relationship; Undergraduate Students
IDENTIFIERS- Appropriateness Measurement; Communication Behavior; Physical Contact; Response Patterns; Students as Subjects; *Tactile Communication; *Touching
A study examined the perceptions of appropriateness regarding four types of touch between college students and professors. Subjects included 382 students, 108 men and 202 women, enrolled in a basic speech communication course at a large midwestern university. Using video depictions, an analysis of variance was conducted exploring differences in responses using gender and dyadic combinations. The four categories of touch were support, compliance, attention-getting, and affection. The arm region around the elbow was the area for the placement of touch used in the study. Results indicated that differences exist between male and female respondents based on the type of touch being used and, when compared with the other categories, the support touch was viewed as the most appropriate by both males and females. Males found the attention-getting and the compliance touches as less appropriate than females did. Both males and females found the affection touch as the least appropriate. Also identified were differences in whether touches originated from a male or female professor to a male or female student. Findings suggest that differences do exist. Future research could examine different relationships i.e.,, other personal or professional relationships. Different categories of touches could also be examined, and more contextual study on the issue of touch is needed. (Contains 41 references and 2 tables of data.) (Author/CR)

ED 408 649 CS 509 546

Murphy, Jane; Tucker, Karen
Stay Tuned! Raising Media-Savvy Kids in the Age of the Channel-Surfing Couch Potato.
PUB DATE- 96

Elemen::arQ Sec ndarQ Ed¥ca::Λ n; FamΛlQ Pr gram::; *HΛgh RΛ::k S::¥den:::; In::er en::Λ n; Par::ner::hΛp:: in Ed¥ca::Λ n; *P ::en::Λal Dr p ¥:::; Pr gram De::crΛp::Λ n::; Shared Re:: ¥rce:: and Ser Λce::; S cΛal Ser Λce::; *Tr¥ancQ

Tr¥ancQ i:: a maj r pr blem in the UnΛ::ed S::a::e:: tha:: can ha e nega::Λ e effec::: n the f¥::¥re:: f Q ¥ng pe ple. Tr¥ancQ maQ lead t dr ppΛng ¥:: f sch l; maQ be a prec¥r:: r t delΛnq¥en:: and crΛmΛnal ac::Λ Λ::Q; and place:: s::¥den::: a:: hΛgher rΛ::k f beΛng dra n in:: beha Λ r:: in l Λng dr¥g::, alc h l, r vΛ lence. F¥r::herm re, tr¥ancQ ha:: hΛgh c ::::: t s cΛe::Q. ThΛ:: brΛef de::crΛbe:: se en pr mΛ::Λng pr gram:: tha:: ha e de el ped a c rdΛna::ed re::p n::e t red¥ce tr¥ancQ and j¥ enΛle delΛnq¥encQ. All f the inΛ::Λa::Λ e:: empha::ΛΛe the need t in::en::Λ elQ m nΛ:: r, c ¥n::el, and s::reng::hen the famΛlΛe:: and c mm¥nΛ::Λe:: f tr¥an:: and delΛnq¥en:: Q ¥::h. TheQ al:: rec gnΛΛe tha:: paren::: m¥::: be in l ed and held re::p n::Λble f r the chΛldren':: sch l a:::endance. The f ll Λng se en pr gram:: are de::crΛbed: (1) Tr¥ancQ HabΛ::: Red¥ced Increa::Λng Val¥able Ed¥ca::Λ n (THRIVE) in Oklah ma, CΛ::Q, Oklah ma; (2) the A:: Sch l, On TΛme, ReadQ t W rk pr gram in Ne ::h C ¥n::Q, Kan::a::; (3) Pr jec:: HelpΛng Hand in A::lan::Λc C ¥n::Q, Ne Jer::eQ; (4) the Ram::eQ C ¥n::Q Tr¥ancQ and C¥rfe VΛ la::Λ n Cen::er pr gram in S::. Pa¥l, MΛnne:: ::a; (5) the Tr¥ancQ Red¥c::Λ n Pr gram in Kern CΛ::Q, CalΛf rnΛa; (6) the Sa e KΛd:: Par::ner::hΛp in Pe rΛa, ArΛΛ na; and (7) a c¥rfeñ pr gram in Cha e:: C ¥n::Q, Neñ Me::Λc . A lΛ::: f re:: ¥rce:: and c n::ac:: inf rma::Λ n are incl¥ded. (C n::aΛn:: 10 endn ::e::.) (LMI)

ED 408 667 EA 028 393

Inger:: ll, Sarah; LeB e¥f, D nnΛ
ReachΛng O¥:: t Y ¥::h O¥:: f the Ed¥ca::Λ n MaΛn:::ream.
PUB DATE- Feb 97
NOTE- 13p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P :::age.
PUB TYPE- C llec::ed W rk:: - SerΛal:: (022),Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141)
DESCRIPTORS- A:::endance; *DelΛnq¥encQ Pre en::Λ n; *Dr p ¥:: Pre en::Λ n; Elemen::arQ Sec ndarQ Ed¥ca::Λ n; *Federal Pr gram::; *HΛgh RΛ::k S::¥den:::; *P ::en::Λal Dr p ¥:::; S¥::pen::Λ n; Tr¥ancQ; VΛ lence

Dr ppΛng ¥:: f sch l ha:: l ng-::erm fΛnancΛal and s cΛal c ::::: f r chΛldren and s cΛe::Q. ThΛ:: b¥lle::Λn de::crΛbe:: pr mΛ::Λng ne eff r::: acr ::: the c ¥n::rQ t red¥ce the n¥mber f j¥ enΛle:: h lea e sch l prema::¥relQ and h are a:: rΛ::k f delΛnq¥encQ beca¥::e theQ are tr¥an::: r dr p ¥:::, afraΛd t a:::end sch l::, s¥::pended r e::pelled, r in tran::Λ::Λ n fr m the j¥ enΛle j¥:::Λce sQ:::em t theΛr sch l. The b¥lle::Λn s¥mmarΛΛe:: the pr blem:: and c rre::p ndΛng appr ache:: f r dealΛng Λ::h fearf¥l s::¥den:::, tr¥an:::, s¥::pended and e::pelled s::¥den:::, s::¥den::: reΛn::egra::Λng in:: sch l:: fr m the j¥ enΛle j¥:::Λce sQ:::em, and dr p ¥:::. A lΛ::: f p¥blΛca::Λ n:: a aΛlable fr m the U.S. Depar::men:: f Ed¥ca::Λ n and fr m the OffΛce f J¥ enΛle J¥:::Λce and DelΛnq¥encQ Pre en::Λ n. (C n::aΛn:: 39 endn ::e::.) (LMI)

ED 408 668 EA 028 394

SpΛe::, Pa¥l
In::erdΛ::cΛplΛnarQ Team:: f r HΛgh Sch l::. Fa:::back 416.
PUB DATE- 97
NOTE- 57p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Pl¥:: P :::age. PC N :: A aΛlable fr m EDRS.

sΛgnΛfΛcan∷ dΛfference∷ be∷ een the cꝂl∷Ꝃre∷ f the t   sch l∷ f r three f the sΛ¤ cꝂl∷Ꝃral elemen∷∷. When admΛnΛ∷∷ered ne Qear la∷er, the qꝂe∷∷Λ nnaΛre da∷a sh ed tha∷ ne sch l underÑen∷ maj r cꝂl∷Ꝃral change Λ∷h s∷a∷Λ∷∷ΛcallQ sΛgnΛfΛcan∷ change∷ in three f the sΛ¤ elemen∷∷. BQ mea∷ꝂrΛng a∷pec∷∷ f sch l∷ rela∷ed t theΛr edꝂca∷Λ e pꝂrp ∷e∷, the SCEQ pr Λde∷ inf rma∷Λ n t a∷∷e∷∷ the readΛne∷∷ f sch l∷ f r impr emen∷, de∷Λgn impr emen∷ pr gram∷, and m nΛ∷ r the impac∷ f impr emen∷ inΛ∷Λa∷Λ e∷. (C n∷aΛn∷ 11 reference∷ and 8 fΛgꝂre∷.) (LMI)

ED 408 686 EA 028 422

Cabraal, LΛQana M. C.
C mplemen∷arΛ∷Q be∷ een IndΛ ΛdꝂal Ac∷Λ n and OrganΛΛa∷Λ nal Ac∷Λ n in EdꝂca∷Λ n: An In∷∷Λ∷Ꝃ∷Λ nal E¤plana∷Λ n.
PUB DATE- Mar 97
NOTE- 41p.; Paper pre∷en∷ed a∷ the AnnꝂal Mee∷Λng f the AmerΛcan EdꝂca∷Λ nal Re∷earch A∷∷ cΛa∷Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC02 PlꝂ∷ P ∷∷age.
PUB TYPE- OpΛnΛ n∷/Per∷ nal VΛe p Λn∷∷/P ∷Λ∷Λ n Paper∷/E∷∷aQ∷ (120),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- BꝂreaꝂcracQ; *EdꝂca∷Λ nal En Λr nmen∷; EdꝂca∷Λ nal S cΛ l gQ; Elemen∷arQ Sec ndarQ EdꝂca∷Λ n; OrganΛΛa∷Λ nal ClΛma∷e; *OrganΛΛa∷Λ nal The rΛe∷; *OrganΛΛa∷Λ n∷ (Gr Ꝃp∷); *Sch l CꝂl∷Ꝃre; *S cΛal S∷rꝂc∷Ꝃre
IDENTIFIERS- *E∷hn me∷h d l gQ

IndΛ ΛdꝂal ac∷Λ n i∷ a ba∷Λc analQ∷Λcal unΛ∷ in edꝂca∷Λ nal ac∷Λ n. ThΛ∷ paper e¤amΛne∷ h   indΛ ΛdꝂal and rganΛΛa∷Λ nal ac∷Λ n∷ in sch l∷ dra theΛr trꝂe meanΛng∷ fr m the in∷∷Λ∷Ꝃ∷Λ nal s∷rꝂc∷Ꝃre f edꝂca∷Λ n and c mplemen∷ each ∷her in crea∷Λng dΛfferen∷ s∷rꝂc∷Ꝃre∷ f meanΛng∷ in dΛfferen∷ prac∷Λcal edꝂca∷Λ nal sΛ∷Ꝃa∷Λ n∷. The paper argꝂe∷ f r an emergΛng the re∷Λcal clarΛ∷Q in the rela∷Λ n∷hΛp be∷ een the c ncep∷∷ f indΛ ΛdꝂal ac∷Λ n and rganΛΛa∷Λ nal ac∷Λ n hen the analQ∷Λ∷ i∷ in∷∷Λ∷Ꝃ∷Λ nallQ gr Ꝃnded. The paper e¤pl re∷ the the re∷Λcal p ∷∷ΛbΛlΛ∷Q tha∷ indΛ ΛdꝂal and rganΛΛa∷Λ nal ac∷Λ n in sch l maQ be c ncep∷ꝂalΛΛed a∷ emb dΛmen∷∷ f the in∷∷Λ∷Ꝃ∷Λ nal s∷rꝂc∷Ꝃre f edꝂca∷Λ n. The c ncep∷Ꝃal frame rk i∷ ba∷ed n the s cΛal lΛfe Λ∷hΛn in∷∷Λ∷Ꝃ∷Λ n∷ in rder t e¤plaΛn the lΛnk be∷ een indΛ ΛdꝂal and rganΛΛa∷Λ nal ac∷Λ n. The paper c nclꝂde∷ tha∷ ac∷Λ n∷ f indΛ ΛdꝂal∷ h pr Λde the ser Λce f edꝂca∷Λ n Λ∷hΛn sch l∷ are n ∷ s lelQ de∷ermΛned bQ indΛ ΛdꝂal sch l rganΛΛa∷Λ n. IndΛ ΛdꝂal ac∷Λ n∷ are prΛmarΛlQ inflꝂenced bQ the in∷∷Λ∷Ꝃ∷Λ nal s∷rꝂc∷Ꝃre f edꝂca∷Λ n. AnQ in∷erpre∷a∷Λ n f teacher∷' and prΛncΛpal∷' ac∷Λ n∷ mꝂ∷∷ c n∷Λder the hΛ∷∷ rΛcal, s cΛal, and c gnΛ∷Λ e a∷pec∷∷ f the in∷∷Λ∷Ꝃ∷Λ nal s∷rꝂc∷Ꝃre f edꝂca∷Λ n. The in∷∷Λ∷Ꝃ∷Λ nal s∷rꝂc∷Ꝃre f edꝂca∷Λ n i∷ n ∷ pꝂrelQ bꝂreaꝂcra∷Λc; ra∷her, i∷ i∷ a sQ∷∷em f meanΛng∷, ide l gΛe∷, rꝂle∷, and valꝂe∷ tha∷ e l e in a   rld cꝂl∷Ꝃre. (C n∷aΛn∷ 59 reference∷.) (LMI)

ED 408 687 EA 028 423

Ca anaꝂgh, R ber∷ F.; Dellar, Graham B.
T ard∷ a M del f Sch l CꝂl∷Ꝃre.
PUB DATE- Mar 97
NOTE- 21p.; Paper pre∷en∷ed a∷ the AnnꝂal Mee∷Λng f the AmerΛcan EdꝂca∷Λ nal Re∷earch A∷∷ cΛa∷Λ n (ChΛcag , IL, March 24-28, 1997).

Lugg, Elizabeth Timmerman
The Future of Affirmative Action: Social Policy and Judicial Reality.
PUB DATE- Mar 97
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; *Civil Rights Legislation; *Constitutional Law; *Court Litigation; Equal Education; Equal Opportunities (Jobs); *Federal Government; Federal Legislation; Federal State Relationship; Racial Discrimination

The history of social policy efforts to remediate racial discrimination can be traced to the post-Civil War period. This paper examines the torturous course that affirmative action has traveled. It discusses the historical, philosophical, and constitutional issues surrounding the topic of civil rights, starting with the first antidiscrimination laws and Constitutional amendments passed shortly after the Civil War, and continuing through the turbulent 20th century. The analysis also includes statutory and case law that has developed as both the legislature and the courts have attempted to ascertain the appropriate role to be played by the federal government as positioned against state governments and private citizens when it comes to the guarantee of basic individual freedoms under the Federal Constitution. Finally, the paper discusses the implications for affirmative action and equal opportunity in the realm of education and employment in light of current social policy and judicial reality. It concludes by offering speculations about the future of affirmative action. (Contains 122 footnotes, 25 references, and a list of 20 cases.) (LMI)

ED 408 705 EA 028 445

Meyers, Barbara; And Others
Getting Better with Practice: A Longitudinal Study of Shared Leadership.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). Contains light broken type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; Elementary Secondary Education; Governing Boards; *Leadership; Longitudinal Studies; Management Teams; *Organizational Communication; Organizational Development; *Participative Decision Making; *Teamwork

Despite the recent attention to shared decision making, there has been little research in investigating the process. This paper presents and compares three case studies describing the leadership and decision making of three shared-decision-making teams over 4 years. The teams--from one primary, one middle, and one high school--were set in one school district in New York State. Data were gathered through participant observation. The data suggest that teams gradually adopted a more consensual model of leadership, which occurred both through use of environmental and societal barriers. It begins with an explanation of the development, structure, scope, and use of the classifications. The manual contains three distinct and independent classifications, each relating to a different plane of experience consequent upon disease. The classifications include: (1) impairments (concerned with abnormalities of body structure and appearance and with organ or system function, resulting from any cause); (2) disabilities (reflecting the consequences of impairment in terms of functional performance and activity by the individual); and (3) handicaps (concerned with the disadvantages experienced by the individual as a result of impairments and disabilities). The classification of impairments reviews intellectual impairments; other psychological impairments; language impairments; aural impairments; ocular impairments; visceral impairments; skeletal impairments; disfiguring impairments; and generalized, sensory, and other impairments. The classification of disabilities describes disabilities relating to behavior, communication, personal care, locomotor, body disposition, dexterity, situational disabilities, particular skill disabilities, and other activity restrictions. The classification of handicaps reviews handicaps relating to orientation, physical independence, mobility, occupation, social integration, economic self-sufficiency, and other handicaps. The manual also provides an index to impairments. (CR)

ED 408 724 EC 305 595

Nebraska Department of Education. Rule 51. Regulations and Standards for Special Education Programs. Title 92, Nebraska Administrative Code, Chapter 51.
PUB DATE- Apr 96
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Budgeting; *Disabilities; *Disability Identification; Due Process; Early Childhood Education; Elementary Secondary Education; Eligibility; Individualized Education Programs; Individualized Family Service Plans; Program Implementation; *Special Education; *State Regulation; *State Standards; Student Placement; Teacher Qualifications; Transportation
IDENTIFIERS- *Nebraska

This policy manual presents the state of Nebraska's regulations and standards for special education programs that are effective April 23, 1996. The regulations include a declaration of responsibility, provide the statutory authority, and address the following areas: (1) definitions of disabilities and other relevant terms; (2) responsibility for special education programs, including participation by nonpublic school children, and program standards review; (3) establishment and administration of special education, including early intervention; (4) identification of children with disabilities, multidisciplinary education team requirements, and eligibility for special education; (5) individualized education programs, individualized family service plans, and parent participation; (6) placement of children with disabilities and suspension and expulsion of students with disabilities; (7) procedural safeguards, including accessibility and confidentiality of records, procedural timelines, parental notice, parental consent, and complaint procedures; (8) qualifications for special education personnel; (9) school district budget process for school age programs; (10) school district budget process

Check Lists; Compliance (Legal); Conflict Resolution; *Crisis Intervention; Death; *Discipline; Dress Codes; Elementary Secondary Education; Legal Problems; Personal Space; *Police School Relationship; Prevention; School Community Relationship; *School Safety; Search and Seizure; Self Evaluation (Groups); Sexual Harassment; Suicide; Truancy; *Violence
IDENTIFIERS- Gangs; Lockers; Weapons

This book offers educators guidelines for appropriately dealing with aggression in the schools and ways to increase school safety for all students. The 13 chapters address the following topics: (1) evaluating a school for safety, which includes a checklist to use in reviewing policies, facilities, students, and staff; (2) principles of peaceful conflict resolution; (3) combating truancy through community coordination, enforcement of the truancy ordinance, recognition of good attendance, and parenting classes; (4) working with the police (utilizing their resources and filing charges when necessary); (5) working with the judicial system (role of the court and probation system); (6) definitions of common criminal offenses and criminal behavior requiring police notification; (7) dress codes (legal issues and a sample code); (8) guidelines for conducting legal searches (including body and locker searches); (9) sexual harassment (definition and legal issues); (10) dealing with perpetrators of sexual offenses; (11) gang prevention and intervention; (12) intervention procedures for traumatic crises (deaths, suicide threats); and (13) school security (policies regarding weapons, bombs or bomb threats, hostage situations). Appendices provide samples of procedural and policy statements, a sample police incident report, and a sample suicide threat record form. (Individual chapters contain references.) (DB)

ED 408 744 EC 305 615

"Faces of Excellence." Annual SAGE Conference Proceedings (7th, Calgary, Alberta, Canada, September 27-28, 1996).
PUB DATE- Sep 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Canada Natives; Elementary Secondary Education; Emotional Development; *Enrichment Activities; Foreign Countries; *Gifted; Integrated Curriculum; *Intuition; *Questioning Techniques; Science Activities; Self Concept; Teaching Models; Thinking Skills

This monograph contains the conference proceedings of the 1996 conference of the Society for the Advancement of Gifted Education (SAGE). The major focus of the conference was to explore "state-of-the-art" knowledge regarding social-emotional development, thinking skills, philosophy, First Nations education, creativity, counselling techniques, charter schools, instructional resources, and gender issues as they relate to the unique needs of gifted and talented individuals. This document presents summaries of selected conference sessions. The seven presentations are: (1) "The Concept of Giftedness in the Context of First Nations Culture and Philosophy" (John W. Friesen), which discusses giftedness in the Canadian Native cultural context; (2) "Artifact Box Session" (Joanne L iynsky), a description of a biannual interschool project in which students collect and exchange artifacts representative of their locale; (3)"GTEC Gifted and Talented Education Council Resources (Chris Meaden and Terry Gerling), which describes the "Dimensions of Learning" framework for designing and assessing integrated lessons; (4) "The Emotional Drama of Giftedness:

these results are discussed. (Contains 16 references.) (Author/CR)

ED 408 762 EC 305 633

Howard, Nancy A.; Norris, Maureen R.
PULSE: A Collaborative Partnership between University and Local Special Educators.
PUB DATE- Apr 97
NOTE- 6p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; *College School Cooperation; *Disabilities; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Needs Assessment; *Partnerships in Education; Preservice Teacher Education; *Special Education Teachers; *Teacher Collaboration; *Teacher Education Programs

This paper describes a two-year full partnership between special education teacher educators from five regional institutions of higher education and six school districts. The purposes of the partnership are identified and include working collaboratively to address and improve services to learners with special needs and to respond to the problems of teachers working with learners with special needs. The four partnership needs that were identified after the first year of the partnership are also discussed and include: (1) to provide effective support for beginning teachers; (2) to provide effective support for teachers on emergency certificates; (3) to coordinate professional development opportunities in light of scarce resources; and (4) to develop a continuing regional network among consortium members to address mutual concerns and problems. The final section of the paper reviews the outcomes of the partnership. Highlighted are: the fully operational working regional consortium of university and local school district special educators, the development and distribution of a survey to first-year special education teachers about their experiences during the internship, the clarification of priority issues through a survey of special education coordinators, and the collection, and publication of a joint list of professional development opportunities for special education teachers. (CR)

ED 408 763 EC 305 634

Zentall, S. S.; And Others
Self-Control under Self-Focus Conditions for Students with AD/HD.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Control; *Attention Deficit Disorders; *Hyperactivity; Intermediate Grades; Junior High Schools; Middle Schools; Performance; Problem Solving; Stimuli
IDENTIFIERS- Middle School Students; *Mirrors

This study examined the hypothesis that focusing attention away mainstream school has not yet been achieved; (5) provision of speech and language therapy is reported by parents and professionals to be especially poor at the secondary school level; and (6) collaborative practices were found in both mainstream and special educational settings, but particularly in evidence in special educational facilities. (Contains 36 references.) (CR)

ED 408 781 EC 305 662

Lederberg, Amy R.
Antecedents of Language Competence and Social-Emotional Adjustment of Young Deaf Children. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attachment Behavior; Coding; Communication Problems; *Emotional Development; *Hearing Impairments; *Interpersonal Communication; *Mothers; Nonverbal Communication; *Parent Child Relationship; Rating Scales; *Social Development; Toddlers

A study of 41 toddlers (ages 18-25 months) with hearing impairments and their hearing mothers and 54 typical toddlers and their hearing mothers, investigated whether the development of a normal mother-child relationship is disrupted by the inability of the child to understand his/her mother's normal means of communication. The study also explored how aspects of the mother-child relationship related to subsequent language and socio-emotional development. A majority of the dyads were reassessed when the children were 3 years old and again assessed when the children were 4 years old. Findings indicate: (1) toddlers with hearing impairments and their mothers miscommunicated much more frequently; (2) toddlers with hearing impairments frequently did not respond to their mothers' communication because they did not seem to hear or see it; (3) toddlers with hearing impairments and their mothers spent less time interacting; (4) toddlers with hearing impairments used more visual and less verbal communication and were more likely to start a new topic rather than continue one; and (5) despite their communicative difficulties and their delayed language development, toddlers with hearing impairments were as likely to establish a positive, reciprocal, secure relationship with their mothers as were typical toddlers. Appendix A contains the coding manuals for the project, including "Microanalysis of Communication between Mother and Child" (Amy R. Lederberg and others); "Interaction Coding Manual: Mother-Child Interaction" (Amy R. Lederberg); and "Quality of Mother-Child Interaction" (Amy R. Lederberg and others); and a reprint of an article, "The Effect of Hearing Impairment on the Quality of Attachment and Mother-Toddler Interaction," by Amy R. Lederberg and Caryl E. Mobley. (Contains 43 references.) (CR)

ED 408 782 EC 305 663

Ottenbacher, Kenneth J.; Angelo, Jennifer
Comparing Scanning Modes for Youths with Cerebral Palsy. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 55p.; Software not available from EDRS.

vΛ::¼al/ bjec::/::ac::Λle sched¼le::). A s¼r eQ f 75 percen:: f the indΛ Λd¼al:: h par::ΛcΛpa::ed n Beha Λ r S¼pp r:: Team:: d¼rΛng 1996-97 indΛca::ed sa::Λ::fac::Λ n Λ::h the pr gram. Char::::: sh Λng the red¼c::Λ n and increa::e in dΛfferen:: in::er en::Λ n:: are pr Λded. A s¼mmarQ f the charac::erΛ::::Λc:: f the s::¼den:::: ser ed i:: al:: incl¼ded. (CR)

ED 408 799   EC 305 681

Pa::chall, Alber:: A., Ed.
DΛrec:: rQ f Pr gram:: f r PreparΛng IndΛ Λd¼al:: f r Career:: in SpecΛal Ed¼ca::Λ n. 1997 EdΛ::Λ n.
SPONS. AGENCY- SpecΛal Ed¼ca::Λ n Pr gram:: (ED/OSERS), Wa::hΛng:: n, DC.
PUB DATE- 97
NOTE- 272p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC11 Pl¼:: P :::age.
PUB TYPE- Reference Ma::erΛal:: - DΛrec:: rΛe::/Ca::al g:: (132),Te:::, Q¼e:::Λ nnaΛre::, E al¼a::Λ n In:::r¼men:::: (160)
DESCRIPTORS- *AccredΛ::a::Λ n (In:::Λ::¼::Λ n::); *Degree:: (AcademΛc); DΛrec:: rΛe::; *DΛ::abΛlΛ::Λe::; Elemen::arQ Sec ndarQ Ed¼ca::Λ n; HΛgher Ed¼ca::Λ n; In:::Λ::¼::Λ nal Charac::erΛ:::Λc::; Na::Λ nal S¼r eQ::; *Pre::er Λce Teacher Ed¼ca::Λ n; *SpecΛal Ed¼ca::Λ n Teacher::; *Teacher Ed¼ca::Λ n Pr gram::
IDENTIFIERS- C ¼ncΛl f r E¤cep::Λ nal ChΛldren

ThΛ:: federallQ f¼nded dΛrec:: rQ lΛ:::: specΛal ed¼ca::Λ n teacher prepara::Λ n pr gram:: in each s::a::e. The inf rma::Λ n a:: c llec::ed thr ¼gh a s¼r eQ sen:: t in:::Λ::¼::Λ n:: f hΛgher ed¼ca::Λ n. The dΛrec:: rQ al:: incl¼de:: lΛ:::: f rela::ed ser Λce:: pr gram::, b¼:: nlQ hen the pr gram:: fall under the c llege r depar::men:: f ed¼ca::Λ n a:: the in:::Λ::¼::Λ n f hΛgher ed¼ca::Λ n. En::rΛe:: are arranged in alphabe::Λcal rder bQ s::a::e, and Λ::hΛn s::a::e in alphabe::Λcal rder acc rdΛng t in:::Λ::¼::Λ n name. The f ll Λng tQpe:: f inf rma::Λ n are pr Λded: in:::Λ::¼::Λ n name, sch l/depar::men:: name, maΛlΛng addre:::, name f depar::men:: head r pr gram chaΛr, teleph ne n¼mber::, elec::r nΛc maΛl addre:::, accredΛ::a::Λ n inf rma::Λ n (he::her the in:::Λ::¼::Λ n':: pr gram:: ha e been appr ed bQ the C ¼ncΛl f r E¤cep::Λ nal ChΛldren f r the Na::Λ nal C ¼ncΛl f r the AccredΛ::a::Λ n f Teacher Ed¼ca::Λ n accredΛ::a::Λ n pr ce:::, and/ r he::her the in:::Λ::¼::Λ n i:: s::a::e-accredΛ::ed), n¼mber f f¼ll-::Λme and par::-::Λme fac¼l::Q, in:::Λ::¼::Λ nal tQpe (he::her the in:::Λ::¼::Λ n i:: an hΛ::: rΛcallQ Black c llege r unΛ er::Λ::Q r ::her mΛn rΛ::Q in:::Λ::¼::Λ n), and pr gram inf rma::Λ n (Λncl¼de:: pr gram academΛc le el:: and the name:: f each f the pr gram:: r area:: f c ncen::ra::Λ n ffered a:: each le el). A s¼bjec:: inde¤ lΛ:::: pr gram:: a aΛlable f r dΛfferen:: dΛ::abΛlΛ::Λe:: and c ncen::ra::Λ n::. An appendΛ¤ incl¼de:: the s¼r eQ f rm. (CR)

ED 408 800   EC 305 682

R an, L rΛ; And O::her::
Pr jec:: AHEAD: Where the ChΛld I::, the Ser Λce:: Are: H me, H me Care, DaQ Care, H ::pΛ::al/ClΛnΛcal Ser Λce:: t Infan:::, T ddler::, and Pre::ch l Aged ChΛldren Λ::h DΛ::abΛlΛ::Λe:: and theΛr CaregΛ er::. FΛnal Rep r::.
SPONS. AGENCY- Depar::men:: f Ed¼ca::Λ n, Wa::hΛng:: n, DC.
PUB DATE- 20 J¼n 97
NOTE- 103p.; VΛde ::ape n :: a aΛlable fr m EDRS.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC05 Pl¼:: P :::age.
PUB TYPE- Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::)

(Learning); Young Children

A naturalistic study looked at the acquisition of English by two Japanese boys, aged 4 and 8 years, during a 2.5-year stay in the United States. Data were collected through observation and transcription of spontaneous speech in daily life. Analysis included a variety of features of language use and of the acquisition process, including attitudes toward English, stages in utterance development, code-switching and mixing, developmental commonalities (affective language, formulaic utterances), and suprasegmental features and patterns. Findings are related to theories of cognitive development, models of bilingualism, and a hypothesis of developmental interdependence in first and second language proficiency. It is concluded that two factors, age and first language proficiency, are crucial to whether a child develops a coordinate or compound bilingual system. Contains 18 references. (MSE)

ED 408 818 FL 024 488

Dogancay-Aktuna, Seran; Kamisli, Sibel
Pragmatic Transfer in Interlanguage Development: A Case Study of Advanced EFL Learners.
PUB DATE- 97
NOTE- 19p.; Paper to be presented at the National Linguistics Conference (11th, Ankara, Turkey, May 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Graduates; College Students; Cross Cultural Studies; *English (Second Language); Foreign Countries; Higher Education; Interference (Language); *Interlanguage; Language Patterns; Language Research; Language Variation; Linguistic Theory; Native Speakers; North American English; *Pragmatics; Role Playing; Second Language Learning; *Semantics; Speech Acts; *Transfer of Training; *Turkish; Uncommonly Taught Languages; Work Environment

A study examined pragmatic variation across Turkish and American English in the speech act of chastisement, to determine occurrence of pragmatic transfer in the interlanguage of native Turkish speakers learning English as a Second Language (ESL). Data were collected from 80 native speakers of Turkish, 14 native speakers of American English, and 68 advanced Turkish EFL learners in simulated role plays, in which individuals responded to wrongdoing of a status-unequal interlocutor in the workplace. Data were analyzed for type and frequency of semantic formulas used by the three groups in the same speech act. Native speaker data were used as a baseline for cross-cultural comparison and for detecting instances of positive and negative transfer. Results indicate both similarities and differences in the groups in choice of strategies for dealing with the same speech act. Similarities in strategy choice were found to be related to positive pragmatic transfer in the target language performance of the ESL students, although negative transfer (interference) occurred in some instances. It is concluded that the advanced ESL learners could diverge significantly from target language norms, indicating lack of sociolinguistic competence in that language and suggesting that sociolinguistic competence is not necessarily acquired alongside grammatical knowledge. Contains 39 references. (MSE)

ED 408 819 FL 024 508

Butler, Priscilla, Ed.

"De el pΛng T m rr ':: Techn l gQ-U::Λng F reΛgn LangᏦage Teacher::: Where We Are, Where We Are G Λng" (Marj rΛe H. DeWer::, AᏦdreQ HeΛnΛng-B Qn:: n) l k:: a:: he::her langᏦage teacher:: are beΛng traΛned t take fᏦll ad an::age f edᏦca::Λ nal techn l gQ. "F reΛgn LangᏦage Placemen:: in P :::::ec ndarQ In:::::Λ::Ꮶ::Λ n::: Addre:::Λng the Pr blem" (Le na LeBlanc, Car lQn G. LallQ) l k:: a:: s::Ꮶden:: placemen:: ba::ed n sec ndarQ sch l e¤perΛence and rela::ed ar::ΛcᏦla::Λ n i:::Ꮶe::. "Pedag gQ and the EmergΛng SpanΛ::h Can n" (SherΛ SpaΛne L ng) f cᏦ::e:: n in::egra::Λ n f c n::emp rarQ lΛ::erarQ ma::erΛal:: in langᏦage cᏦrrΛcᏦla. "A French CᏦl::Ꮶre C Ꮶr::e in EnglΛ::h: S::ra::egΛe:: and Re:: Ꮶrce::" (AlΛce J. S::range) pr p ::e:: enc ᏦragΛng s::Ꮶden::: t embrace French cᏦl::Ꮶre bQ de-empha::ΛΛΛng langᏦage. "A Ta::k-Ba::ed C mmᏦnΛca::Λ e Appr ach in FLES" (Y ::hΛhΛr TajΛma, HΛr k Spee::), de::crΛbe:: technΛqᏦe:: in an elemen::arQ sch l pr gram. "'VΛ e le francaΛ::': S::ra::egΛe:: f r RecrᏦΛ::Λng and Re::aΛnΛng S::Ꮶden::: in French Cla:::e::" (Ellen L rraΛne FrΛedrΛch, L llΛe Barbare EQkQn, Barbara O en:: McKeΛ::han) dΛ::cᏦ:::e:: the s::r ng r le tha:: French can plaQ in general edᏦca::Λ n, and me::h d:: f r increa::Λng s::Ꮶden:: in::ere:::. "Small W rld LangᏦage and CᏦl::Ꮶre f r ChΛldren: FLEX and the Ne S::andard::" (Charl :::e Blackm n, L rene PagcalΛ agan) de::crΛbe:: a sᏦcce:::fᏦl K-3 f reΛgn langᏦage e¤pl ra:: rQ pr gram. (MSE)

ED 408 839 FL 024 594

Cen::ᏦrΛ n, HenrQ
La lΛ::era::Ꮶra infan::Λl en e::pan l en la cla::e bΛlΛngᏦe (ChΛldren':: LΛ::era::Ꮶre in SpanΛ::h in the BΛlΛngᏦal Cla:::).
PUB DATE- 8 Feb 97
NOTE- 10p.; Paper pre::en::ed a:: the AnnᏦal Mee::Λng f the Na::Λ nal A::: cΛa::Λ n f r BΛlΛngᏦal EdᏦca::Λ n (AlbᏦqᏦerqᏦe, NM, FebrᏦarQ 5-8, 1997).
LANGUAGE- SpanΛ::h
EDRS PrΛce- MF01/PC01 PlᏦ:: P :::age.
PUB TYPE- GᏦΛde::/Me::h d::/TechnΛqᏦe:: (F r Prac::Λ::Λ ner::) - Cla:::r m U::e - TeachΛng GᏦΛde:: (F r Teacher) (052),Rep r::: - E alᏦa::Λ e/Fea::ΛbΛlΛ::Q (142),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *BΛlΛngᏦal EdᏦca::Λ n; ChΛld LangᏦage; *ChΛldren:: LΛ::era::Ꮶre; Cla::: Ac::Λ Λ::Λe::; DΛacrΛ::Λcal MarkΛng; Elemen::arQ Sec ndarQ EdᏦca::Λ n; Fable::; F reΛgn C Ꮶn::rΛe::; Game::; In:::rᏦc::Λ nal Ma::erΛal::; LangᏦage Pa:::ern::; LangᏦage RhQ::hm; *La::Λn AmerΛcan LΛ::era::Ꮶre; MedΛa Seleo::Λ n; P e::rQ; *SpanΛ::h; *SpanΛ::h LΛ::era::Ꮶre; S:: rQ TellΛng; V cabᏦlarQ De el pmen::

TechnΛqᏦe:: f r u::Λng chΛldren':: rhQme::, game::, t ngᏦe t Λ:::er::, and fable:: in SpanΛ::h t teach bΛlΛngᏦal edᏦca::Λ n cla:::e:: are de::crΛbed. I:: i:: argᏦed tha:: the::e abᏦndan:: ma::erΛal:: ser e a:: na:::Ꮶral s Ꮶrce:: f r aᏦ::hen::Λc SpanΛ::h fr m a varΛe::Q f HΛ::panΛc cᏦl::Ꮶre::. WΛ::h the appeal f rhQ::hm, rhQme, and game-lΛke feelΛng, theQ can be u::ed t teach e¤pre:::Λ e v cabᏦlarQ, nᏦmber::, c l r::, pr nᏦncΛa::Λ n, langᏦage rhQ::hm, and e en the u::e f accen::: hΛle amᏦ::Λng s::Ꮶden:::. E¤ample:: gΛ en here inclᏦde sh r:: p em::, a c Ꮶn::Λng game, a c l r drΛll, a t ngᏦe t Λ:::er, a pr erb, three fable:: bQ dΛfferen:: aᏦ::h r::, a gr Ꮶp gᏦe:::Λng game, a sh r:: saQΛng ab Ꮶ:: accen:::, and an e¤ercΛ::e in hΛch s::Ꮶden::: in a gr Ꮶp crea::e a s:: rQ bQ chaΛnΛng sen::ence::. (MSE)

ED 408 840 FL 024 595

BQrne::, MarΛagraΛΛa
L'I::alΛan tra le N ::e: The ValᏦe and P er f a S ng.

need for language resources; educational technology and LEP students; parent involvement; improving research, evaluation, and data collection; goals of the Title VII program; Title VII and equal educational opportunity; and capacity-building for language-minority education. Contains a glossary and 124 references. (MSE)

ED 408 859 FL 024 629

Pütz, Martin, Ed.
Language Choices: Conditions, Constraints, and Consequences. Impact Studies in Language and Society.
PUB DATE- 97
NOTE- 452p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Arabic; Child Language; *Code Switching (Language); Creoles; Diachronic Linguistics; Diglossia; English; Ethnicity; Ethnography; Foreign Countries; German; Language Attitudes; Language Patterns; *Language Planning; *Language Processing; Language Research; *Language Role; Language Tests; Language Usage; Language Variation; Languages; Linguistic Borrowing; Linguistic Theory; *Multilingualism; Nationalism; Public Policy; Regional Dialects; Research Methodology; Uncommonly Taught Languages; Urban Areas
IDENTIFIERS- *Language Contact

The collection of essays on language contact and language conflict includes: "Language Choices: Contact and Conflict" (Martin Pütz); "Language Ecology: Contact Without Conflict" (Peter Mühlhäusler); "Towards a Dynamic View of Multilingualism" (Ulrike Jessner); "A Matter of Choice" (Florian Coulmas); The Choice of Linguae Francae in Triglossic Environments in Africa" (Helma Pasch); "Towards an Ethnography of Language Shift: Goals and Methods" (Gabriele Sommer); "Language Shift and Sentence Processing in Moroccan Arabic" (Abderrahman El Aissati); "Is Airbagging Hip or Mega-Out? A New Dictionary of Anglicisms" (Manfred Görlach); "Lessons for Europe from Language Policy in Australia" (Robert Phillipson, Tove Skutnabb-Kangas); "National-Variety Purism in the National Centers of the German Language" (Ulrich Ammon); "Towards a Plurilingual Urban Environment: Language Policy and Language Planning in Brussels" (Roland Willemyns); "Double Allegiance Between Nationalism and Western Modernization in Language Choice: The Case of Botswana and Tanzania" (Herman M. Batibo); "An Evaluative Account of Ethiopia's New Language Policy" (Matthias Brenzinger); "Looking at Means and Ends in Language Policy in Namibia" (Brian Harlech-Jones); "Language Assessment Tools: Uses and Limitations" (Eugene H. Casad); "An Ethnographic Method for Studying Attitudes Toward Child Language" (Annick De Houwer, Wolfgang Wölck); "Language Attitudes in Switzerland: French and German Along the Language Border" (Sonia Weil, Hansjakob Schneider); "Communication in the Alemannic Area: Language Use and Attitudes in Colmar and Freiburg" (Helga Bister-Broosen); "Language Attitudes and the Linguistic Construction of Ethnic Identity: The Case of Krio in Sierra Leone" (Rebecca Ehret); "Contacts and Conflicts--Perspectives from Code-Switching Research" (Carol Pfaff); "Code-Switching Processes: Alternation, Insertion, Congruent Lexicalization" (Pieter Muysken); and "'I'll Meet You Halfway with Language'": Code-Switching Within a South African Urban Context" (Rosalie Finlayson, Sarah Slabbert). (MSE)

LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Pl¥:: P ::::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- C llec::ed W rk:: - Pr ceedΛng:: (021)
DESCRIPTORS- B¥ΛldΛng De::Λgn; B¥ΛldΛng Opera::Λ n; *B¥::Λne:::: AdmΛnΛ::::ra::Λ n; *C llege B¥ΛldΛng::; *C n::::r¥c::Λ n Managemen::; C n::rac::::; *Ed¥ca::Λ nal FacΛlΛ::Λe:: PlannΛng; EnergQ Managemen::; HΛgher Ed¥ca::Λ n; Land::capΛng; OrganΛΛa::Λ nal Change; OrganΛΛa::Λ nal ClΛma::e; Per:: nnel Managemen::; S::ra::egΛc PlannΛng; S¥per Λ::Λ n

The::e 25 paper:: fr m a c nference f hΛgher ed¥ca::Λ n facΛlΛ::Λe:: ffΛce:: are gr ¥ped in:: 5 ca::eg rΛe::: b¥::Λne:::: managemen::; energQ and en Λr nmen::; h¥man re:: ¥rce::; pera::Λ n:: and maΛn::enance; and plannΛng, de::Λgn and c n::::r¥c::Λ n. Paper:: are: (1) "Pr Λder f Ch Λce" (JerrQ C. Black); (2) "Re-EngΛneerΛng--'In::Λde-In::Λde' r O¥::::Λde-In::Λde': A Ca::e S::¥dQ f PhQ::Λcal Plan:: Re rganΛΛa::Λ n a:: UnΛ er::Λ::Q f Te¤a:: MedΛcal Branch a:: Gal e:::: n" (Herb C llΛer); (3) "Take C n::r l! The DQnamΛc:: f FacΛlΛ::Q Managemen:: B¥::Λne:::: PlannΛng" (S::e e CrΛpp::); (4) "Par::ner::hΛp:: and Seamle:::: Web::: A D n Under Appr ach t FacΛlΛ::Λe:: Managemen::" (Freda HanleQ and Da Λd MaQ cchΛ); (5) "S::ra::egΛe:: f r F¥::¥rΛng in FacΛlΛ::Λe:: Managemen::" (L ren Mar::Λn); (6) "B :::: n B¥::Λne:::: J ¥rnal OpΛnΛ n EdΛ:: rΛal: The Camp¥:: Mall a:: the Ne Ed¥ca::Λ nal BaΛaar f the Year 2000" (Jame:: E. Samel::); (7) "The T ::al FacΛlΛ::Λe:: Managemen:: SQ::::em: U::Λng Inf rma::Λ n Effec::Λ elQ f r the Ne Fr n::Λer" (WΛllΛam J. S::a¥ff and Fred Remb ld); (8) "BenchmarkΛng: W rk Mea::¥re:: Tha:: Pr d¥ce Re::¥l::::" (MΛke WhΛ::e and Carl :: S lΛ an); (9) Perf rmance C n::rac::Λng f r EnergQ Sa Λng::: A Small C llege E¤perΛence" (MΛchael Be::::pΛa::a, III); (10) "C mparΛng Camp¥:: RecQclΛng Pr gram::: Apple:: t Apple:: r Whale:: t La nm er:: " (DanΛel EΛn::::eΛn); (11) "A ard WΛnnΛng En Λr nmen::al Managemen:: Pr gram::" (Sc :::: C. Harper); (12) "F rgΛng a Neñ Par::ner::hΛp Be:: een Sch l:: and Elec::rΛc U::ΛlΛ::Λe::" (Karl F. J hn:: n); (13) "The Green Camp¥::: FacΛlΛ::Λe:: Managemen:: and En Λr nmen::al S::e ard::hΛp" (Wal::er SΛmp:: n); (14) "Neñ Fr n::Λer:: in Pr jec:: Managemen::" (MarQ Andre :: and ::her::); (15) "The Neñ Fr n::Λer f In::erna::Λ nal C - pera::Λ n and C¥l::¥ral DΛfference::" (Ed Λn A. De :: and R Q M. Daleb ΛΛk); (16) "OrΛen::a::Λ n: The BegΛnnΛng f E¤cellence" (E::::her M. GeΛermann); (17) "P¥rd¥e UnΛ er::Λ::Q'::
Pr jec:: Team C ncep:: Pre::en::a::Λ n O¥::lΛne" (D nald L. H¥ff rd and O en J. C k::); (18) "The De el pmen:: and Implemen::a::Λ n f In::egra::ed Pe:::: Managemen:: Pr gram:: a:: the UnΛ er::Λ::Q f Ne Me¤Λc " (R. GarQ SmΛ::h); (19) "Change t Z ne Managemen::" (J. RΛchard S Λ:::: ck); (20) "H t In::pec:: Y ¥r FacΛlΛ::Λe:: and S::Λll Ha e M neQ Lef:: t RepaΛr Them" (Pre:::: n T. SQme and JaQ O::chrΛn); (21) "M¥l::Λ-SkΛll: KeQ t a S¥cce::::f¥l MaΛn::enance Pr gram" (Jame:: R. Ve::pΛ and LΛ::a M. Sa::::er); (22) "Perf rmance C n::rac::Λng f r EnergQ C n::er a::Λ n and CapΛ::al Rene al" (The d re J. WeΛdner and R ber:: B. Wa::hb¥rn); (23) "FacΛlΛ::Λe:: PlannΛng: Crea::Λng W rkΛng-W rld E¤perΛence:: On Camp¥::" (Dale K. Br n); (24) "Open B k PrΛcΛng--A Ne WaQ t Acq¥Λre DΛrec:: DΛgΛ::al C n::r l SQ::::em" (Herber:: F. Carl:: n and S. Far¥q Ahmed); and (25) "DelΛ erQ Order C n::::r¥c::Λ n f r Small C llege::" (Allen L. Hender:: n). Incl¥de:: a lΛ:::: f speaker::. (JLS)

ED 408 879 HE 030 194

MΛller, MΛchael T.; C rbΛ::::, RΛ::a
The C n::emp rarQ C llege S::¥den::: S::¥den:::: in TheΛr O n V Λce::.
PUB DATE- 97
NOTE- 64p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC03 Pl¥:: P ::::age.

PUB DATE- Mar 97
NOTE- 80p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC04 Pl½:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- Ad½l:: Ed½ca::Λ n; AgencQ C pera::Λ n; Ca::e S::½dΛe::; Change S::ra::egΛe::; C pera::Λ e PlannΛng; Ec n mΛc De el pmen::; Federal G ernmen::; Federal LegΛ::la::Λ n; *Federal Pr gram::; *Lab r F rce De el pmen::; Na::Λ nal S½r eQ::; P lΛcQ F rma::Λ n; PrΛ a::e Sec:: r; P½blΛc AgencΛe::; P½blΛc P lΛcQ; S::a::e LegΛ::la::Λ n; S::a::e f the Ar:: Re Λe ::; *S::a::e Pr gram::; *S::a::e Λde PlannΛng; S::ra::egΛc PlannΛng; *SQ::::em:: Appr ach; Trend AnalQ::Λ::; Welfare RecΛpΛen::::
IDENTIFIERS- Fl rΛda; MΛchΛgan; Te¤a::; U::ah; Welfare t W rk Pr gram::

S::a::e p lΛcΛe:: and ac::Λ Λ::Λe:: f r sQ::::ema::ΛΛΛng rk f rce de el pmen:: ere e¤amΛned thr ½gh a s½r eQ c mple::ed bQ ΛndΛ Λd½al:: in l ed in rk f rce de el pmen:: in 40 s::a::e:: and ca::e s::½dΛe:: f p lΛcΛe:: and pr gram:: in Te¤a::, U::ah, Fl rΛda, and MΛchΛgan. Thr ½gh ½:: all le el:: f g ernmen:: and the prΛ a::e sec:: r, c n::en::½:: tha:: rk f rce de el pmen:: i:: crΛ::Λcal t s½cce:::: in the gl bal ec n mQ i:: gr Λng. The f ll Λng underlQΛng f rce:: f r change ere iden::ΛfΛed: gr ::h f the prΛ a::e sec:: r':: p er; gr Λng percep::Λ n tha:: c llab ra::Λ e ac::Λ Λ::Λe:: maQ QΛeld grea::er fle¤ΛbΛlΛ::Q, effΛcΛencQ, and acce:::: t ne re:: ½rce::; the 104::h C ngre::::' f c½:: n rk f rce de el pmen:: c n:: lΛda::Λ n and bl ck gran::::; and ne federal inΛ::Λa::Λ e::. A ne rk f rce de el pmen:: sQ::::em Λ::h the f ll Λng charac::erΛ::::Λc:: a:: ad ca::ed: drΛ en bQ b½::Λne::::, l callQ de::Λgned/Λmplemen::ed, unΛ er::allQ a aΛlable, u::er frΛendlQ, and mea::½rable/acc ½n::able f r sh r::-and l ng-::erm re::½l::::. The f ll Λng i::em:: ere rec mmended a:: aQ:: f enhancΛng rk f rce de el pmen:: sQ::::em::: increa::ed b½::Λne:::: par::ΛcΛpa::Λ n/ ner::hΛp; in::::Λ::½::Λ nal plannΛng and p lΛcQ frame rk:: a:: the federal, s::a::e, and l cal le el::; unΛf rm da::a and rep r::Λng sQ::::em::; and acc ½n::abΛlΛ::Q s::andard:: f c½::ed n impr ed learnΛng and hΛgher earnΛng::. (Ele en table::/fΛg½re:: are incl½ded. Appended are lΛ:::::: f the s::a::e:: re::p ndΛng t the s½r eQ and c de:: u::ed in the table::.) (MN)

ED 408 431 CE 074 150

LΛ::eracQ f Older Ad½l:::: in AmerΛca. Ad½l:: LΛ::eracQ Fac:: Shee::.
SPONS. AGENCY- Na::Λ nal In::::. f r LΛ::eracQ, Wa::hΛng:: n, DC.
PUB DATE- MaQ 97
NOTE- 3p.; E¤cerp::ed fr m ED 402 513.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl½:: P ::::age.
PUB TYPE- N½merΛcal/Q½an::Λ::a::Λ e Da::a (110)
DESCRIPTORS- *AcademΛc AchΛe emen::; AcademΛc Per::Λ::::ence; *Ad½l:: LΛ::eracQ; F½nc::Λ nal LΛ::eracQ; Inf rma::Λ n LΛ::eracQ; MΛnΛm½m C mpe::encΛe::; *Older Ad½l::::; ReadΛng
IDENTIFIERS- *Na::Λ nal Ad½l:: LΛ::eracQ S½r eQ (NCES)

A:: par:: f the Na::Λ nal Ad½l:: LΛ::eracQ S½r eQ (NALS) f 1992, the Na::Λ nal Cen::er f r Ed½ca::Λ n S::a::Λ::::Λc:: p½blΛ::hed a separa::e s::½dQ tha:: f c½::e:: n the lΛ::eracQ skΛll:: f lder ad½l:::: (aged 60 Qear:: and lder) fr m a varΛe::Q f per::pec::Λ e::, s½ch a:: age, se¤, am ½n:: f ed½ca::Λ n, race r e::hnΛc backgr ½nd, inc me, and ge graphΛc regΛ n. S me f the fΛndΛng:: are a:: f ll ::: (1) a:: lea:: 60 percen:: f the re::p nden:::: sc red l in lΛ::eracQ pr fΛcΛencQ; (2) the lder the re::p nden::::, the l er the pr fΛcΛencQ le el; (3) the m :::: ed½ca::ed had the hΛghe:::: lΛ::eracQ sc re::; (4) the lde:::: ad½l:::: ere the m ::::

Ec n mΛc Change; Ec n mΛc Fac:: r::; Empl Qmen:: Q¥alΛfΛca::Λ n::; F reΛgn C ¥n::rΛe::; G ernmen:: R le; *H¥man CapΛ::al; Inf rma::ΛÑn U::ΛlΛΛa::Λ n; *Kn ledge Le el; Lab r F rce; *Mea::¥remen:: TechnΛq¥e::; M del::; *Pr d¥c::Λ Λ::Q; SQ::::em:: Appr ach; Trend AnalQ::Λ::

IDENTIFIERS- A¥::::ralΛa; H¥man CapΛ::al The rQ; *Inf rma::Λ n S cΛe::Q; OrganΛ::a::Λ n f r Ec n mΛc C pera::Λ n De el pmen::

ThΛ:: b k e¤pl re:: the pr blem f de el pΛng a frame rk f r re::hΛnkΛng h¥man capΛ::al inf rma::Λ n and decΛ::Λ n makΛng in lΛgh:: f the ec n mΛc change:: tha:: are c¥rren::lQ cc¥rrΛng in manQ OrganΛ::a::Λ n f r Ec n mΛc C pera::Λ n and De el pmen:: c ¥n::rΛe::. I:: e¤amΛne:: h¥man capΛ::al inf rma::Λ n and decΛ::Λ n makΛng in the c n::e¤:: f recen:: de el pmen:::: in the mea::¥remen::, acc ¥n::Λng, and marke:: rec gnΛ::Λ n f c mpe::encΛe::. The f ll Λng are am ng the t pΛc:: dΛ::c¥::::ed in the b k'::: se en chap::er::: defΛnΛng the pr blem f h¥man capΛ::al decΛ::Λ n makΛng under changΛng ec n mΛc cΛrc¥m::::ance::; rea::::e::::Λng e¤Λ::::Λng the rQ/a::::¥mp::Λ n:: regardΛng h¥man capΛ::al; c n::ΛderΛng the dΛ::::Λnc::Λ n be:: een acq¥Λ::Λ::Λ n and u::ΛlΛΛa::Λ n f emb dΛed h¥man c mpe::encΛe:: hen makΛng h¥man capΛ::al all ca::Λ n decΛ::Λ n::; c¥rren:: prac::Λce:: in the fΛnancΛal acc ¥n::Λng and rep r::Λng f traΛnΛng c :::::: and lab r f rce q¥alΛfΛca::Λ n::;   erc mΛng b::::acle:: t the mea::¥remen::, acc ¥n::Λng, and marke:: rec gnΛ::Λ n f h¥man capΛ::al; impr Λng the mea::¥remen::, acc ¥n::Λng, and marke:: rec gnΛ::Λ n f the s:: ck:: and fl :: f acq¥Λred h¥man c mpe::encΛe::; and the r le f g ernmen:: and the benefΛ:::: f re::hΛnkΛng h¥man capΛ::al inf rma::Λ n and decΛ::Λ n-makΛng sQ::::em::. Appended are e::::Λma::e:: f all ca::Λ n t indΛ ΛdΛ¥al::/fΛrm::/g ernmen:::: f c ::::::/benefΛ:::: f h¥man capΛ::al acq¥Λ::Λ::Λ n and a s¥mmarQ f the charac::erΛ::::Λc:: f the A¥::::ralΛan m del f v ca::Λ nal ed¥ca::Λ n and traΛnΛng. C n::aΛn:: 214 reference::. (MN)

ED 408 449 CE 074 236

J ¥rneQ t the F¥::¥re. T daQ...T m rr ...F re er...A Career E¤pl ra::Λ n G¥Λde f r MΛddle Sch l S::¥den::::.

PUB DATE- 96

NOTE- 48p.

LANGUAGE- EnglΛ::h

EDRS PrΛce- MF01/PC02 Pl¥:: P :::age.

PUB TYPE- G¥Λde::/Me::h d::/TechnΛq¥e:: (F r Prac::Λ::Λ ner::) - Cla::::r m U::e - In::::r¥c::Λ nal Ma::erΛal:: (F r Learner::) (051)

DESCRIPTORS- *Career Ch Λce; *Career De el pmen::; *Career E¤pl ra::Λ n; Empl Qmen:: Q¥alΛfΛca::Λ n::; In::ere:::: In en:: rΛe::; In::ermedΛa::e Grade::; J¥nΛ r HΛgh Sch l::; MΛddle Sch l::; Occ¥pa::Λ nal Cl¥::::er::; Occ¥pa::Λ nal Inf rma::Λ n; S::¥den:: In::ere::::::; *Val¥e:: ClarΛfΛca::Λ n

IDENTIFIERS- *MΛddle Sch l S::¥den::::

ThΛ:: g¥Λde a:: de::Λgned t help mΛddle sch l s::¥den:::: plan career pa::h:: and make career ch Λce::. The b kle:: i:: rganΛΛed in f ¥r sec::Λ n::, each in::ended t g¥Λde s::¥den:::: in theΛr career de el pmen:: pr ce::::. The fΛr:::: sec::Λ n f c¥::e:: n self-a arene:::: a:: par:: f career e¤pl ra::Λ n. The sec nd sec::Λ n fea::¥re:: fΛ e career cl¥::::er:: and rela::ed j b pp r::¥nΛ::Λe::. The thΛrd sec::Λ n hΛghlΛgh:::: the e er-changΛng na::¥re f the rkplace and career:: f t daQ and the f¥::¥re, and the fΛnal sec::Λ n pr Λde:: a frame rk f r s::¥den:::: t de el p realΛ::::Λc, a::::aΛnable career g al::. Thr ¥gh ¥:: the b kle::, learnΛng ac::Λ Λ::Λe:: pr Λde space f r s::¥den:::: t   rΛ::e in theΛr th ¥gh::::, u::Λng pr mp:::: s¥ch a:: lΛ:::::: f per:: nal traΛ::::, in::ere::::::, j b d¥::Λe::, and lΛfe::::Qle charac::erΛ::::Λc::. (KC)

ED 408 450 CE 074 237

performance, training providers should do the following: (1) understand the business context in which the company customers are operating, including rationale, business processes, organizational environment, customer service, and human resources; (2) speak to businesses in the language of the business; (3) select an assessment instrument appropriate to the provider's skills and the company's needs; and (4) use that assessment effectively. (KC)

ED 408 469   CE 074 270

Hensley, Oliver D., Ed.; And Others
The Tech Prep Handbook: Performance Assessments.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jun 97
NOTE- 100p.; For related documents, see ED 402 452-454 and CE 074 271.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Attitudes; Articulation (Education); Career Education; Consortia; Cooperative Planning; Coordination; Graduate Surveys; Integrated Curriculum; Intergenerational Programs; Lesson Plans; Models; Needs Assessment; *Performance Based Assessment; Portfolio Assessment; Portfolios (Background Materials); *Program Evaluation; Questionnaires; Records (Forms); School Business Relationship; Secondary Education; State Surveys; *Statewide Planning; Student Characteristics; *Student Evaluation; *Tech Prep; Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Texas

This handbook for tech prep practitioners in Texas consists of loose-leaf documents from the performance assessment areas currently available to tech prep practitioners. The first part of the handbook consists of 10 sample assessment documents that were selected from over 900 performance assessments based on a quantitative rating system. The documents, which are intended as guides for teachers developing their own assessment instruments/processes, are as follows: "Status Report May 1997: Summary of Statewide Data on Programs and Baseline Student Characteristics"; "1994-95 Tech Prep Graduate Survey"; "Assessment of Business and Industry Needs for Guadalupe County"; "Intergenerational Professions Information Packet for Intergenerational Professions for Tech Prep"; "Award Winning Lesson Plans for Integrating Workplace Skills into the Classroom"; "Competency/Outcomes for Tech Prep Programs and Crosswalks to SCANS Secretary's Commission on Achieving Necessary Skills Skills"; "Competency Profile CAGR 1302 Microcomputer Operating Systems"; "Real World Portfolios"; "The Master Plan for Career and Technical Education"; and "SOICC (State Occupational Information Coordinating Committee) Action Activities for PY (Program Year) 1995." The remainder of the document details the findings of the 1997 survey of 19 of Texas' 25 tech prep consortia. Appended are the student outcomes questionnaire and the geographic representation of responses to the questionnaire. (MN)

ED 408 470   CE 074 271

Effective Tech Prep Policies and Practices: Performance

Λ::h traΛnΛng and e¤perΛence. "Λ::::e::::Λng Ed¥ca::Λ nal O¥::c me::: An ::her H¥rdle in the AccredΛ::a::Λ n Pr ce:::: " (HenrQ R. Lehrer) pr Λde:: an er Λe f the in::::Λ::¥::Λ nal effec::Λ ene:::: m emen:: and ffer:: g¥Λdel Λne:: regardΛng preparΛng f r an accredΛ::a::Λ n vΛ::Λ:: and helpΛng fac¥l::Q member:: prepare perf rmance bjec::Λ e:: and in::egra::e academΛc pr gram::. "C ckpΛ:: CrΛ::e:: and DecΛ::Λ n MakΛng: ImplΛca::Λ n:: f r PΛl :: TraΛnΛng" (Ma¥reen A. Pe::::Λ::) dΛ::c¥::::e:: a ::¥dQ s¥gge::::Λng tha:: a hΛgh-crΛ::Λ:: percep::Λ n/l -¥rgencQ/l -rΛgΛdΛ::Q pa::::ern maQ be an p::Λmal appr ach t crΛ::Λ:: decΛ::Λ n makΛng. "Pr blem:: and Pr ::pec:::: f RelΛe er AΛrp r:::" (Da Λd A. Ne mQer, S::ephen A. MΛ::chell, JeffreQ P. SmΛ::h) e¤amΛne:: the fΛndΛng:: f re::earch n the effec::Λ ene:::: f relΛe er aΛrp r:::. "Rela::Λ n::hΛp:: be:: een TechnΛcallQ OrΛen::ed Sec ndarQ Sch l C ¥r::e:: and a C llege PrΛ a::e PΛl :: Gr ¥nd Sch l" (H pe B ¥ e:::e Th rnberg, R ber:: W. I::aac:: n, Pa::rΛck Ma:::: n) i:: the rep r:: f a ::¥dQ e¤amΛnΛng grade:: receΛ ed in sec ndarQ- and c llege-le el c ¥r::e::. (MN)

ED 408 489 CE 074 305

Barker, Ballard M., Ed.
C llegΛa::e A Λa::Λ n Re Λe . Sep::ember 1993.
PUB DATE- Sep 93
NOTE- 26p.; F r rela::ed d c¥men:::, see CE 074 304-308.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Pl¥:: P :::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- C llec::ed W rk:: - General (020),Rep r::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- *AΛrcraf:: PΛl :::; A Λa::Λ n Ed¥ca::Λ n; C mpara::Λ e AnalQ::Λ::; *C mp¥::er SΛm¥la::Λ n; Ed¥ca::Λ nal Need::; Ed¥ca::Λ nal Techn l gQ; En::rQ W rker::; *FlΛgh:: TraΛnΛng; HΛgher Ed¥ca::Λ n; In:::r¥c::Λ nal Effec::Λ ene:::; *TechnΛcal Ed¥ca::Λ n; *TraΛnΛng Me::h d::; Tran::fer f TraΛnΛng

ThΛ:: d c¥men:: c n::aΛn:: t paper:: n a Λa::Λ n ed¥ca::Λ n. "ChΛef PΛl ::: f RegΛ nal AΛrlΛne:: PerceΛ e Ba::Λc In:::r¥men:: SkΛll:: a:: M ::: Imp r::an:: Λ::h Re::pec:: t Need f r AddΛ::Λ nal TraΛnΛng f En::rQ-Le el PΛl :::" (WΛllΛam C. HerrΛck) rep r::: the re::¥l::: f a ::¥dQ in hΛch 126 (f a p p¥la::Λ n f 197) rand mlQ selec::ed regΛ nal aΛrlΛne::' chΛef pΛl ::: h ere s¥r eQed regardΛng the addΛ::Λ nal traΛnΛng needed bQ en::rQ-le el pΛl ::: generallQ agreed tha:: ha:: ne pΛl ::: need m ::: i:: m re ba::Λc in:::r¥men:: traΛnΛng (flΛgh:: r sΛm¥la:: r). The sec nd paper, "Effec::Λ ene::: f C mp¥::er-Ba::ed FlΛgh:: SΛm¥la::Λ n" (Da Λd A. L mbard), pre::en::: a ::¥dQ in hΛch the tran::fer effec::Λ ene::: ra::Λ fr m a c mp¥::er-ba::ed flΛgh:: sΛm¥la::Λ n t a generΛc flΛgh:: traΛnΛng de Λce a:: mea::¥red bQ c mparΛng the perf rmance f an e¤perΛmen::al gr ¥p f 29 s¥bjec::: h u::ed a c mp¥::er-ba::ed flΛgh:: sΛm¥la:: r bef re u::Λng the flΛgh:: traΛnΛng de Λce t the perf rmance f a c n::r l gr ¥p f 33 indΛ Λd¥al:: h u::ed the flΛgh:: traΛnΛng de Λce Λ::h ¥:: fΛr::: ha Λng u::ed the c mp¥::er flΛgh:: sΛm¥la:: r. (MN)

ED 408 490 CE 074 306

Barker, Ballard M., Ed.
C llegΛa::e A Λa::Λ n Re Λe . Sep::ember 1994.
PUB DATE- Sep 94
NOTE- 35p.; F r rela::ed d c¥men:::, see CE 074 304-308.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Pl¥:: P :::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- C llec::ed W rk:: - General (020),Rep r::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- AΛrcraf:: PΛl :::; *A Λa::Λ n Ed¥ca::Λ n; Ca::e S::¥dΛe::;

pr gram#. B #h pr gram# ere federallQ fŰnded, m del dem n##ra#Ʌ n pr gram# de#Ʌgned t ser e perɅna#al   men and chɅldren under the age f three. B #h facɅlɅ#Ʌe# pr Ʌded sh r#-term re#Ʌden#Ʌal trea#men# and theɅr prɅmarQ g al# inclŰded redŰcɅng sŰb##ance abŰ#e and de el pɅng paren#Ʌng skɅll#. Paren#Ʌng skɅll# ere addre##ed thr Űgh the m delɅng f appr prɅa#e prac#Ʌce# and thr Űgh paren#Ʌng cla##e# in hɅch the   men and chɅldren ere j Ʌn# par#ɅcɅpan##. A# predɅc#ed, manQ   men rep r#ed earlQ abŰ#e and sQmp# m# f p#Qch l gɅcal dɅ##re##. W men h rep r#ed se ere p#Qch l gɅcal pr blem# ere le## lɅkelQ t gradŰa#e fr m the pr gram#. Th #e h dɅd gradŰa#e sh ed a redŰc#Ʌ n in the se erɅ#Q f theɅr alc h l, drŰg, legal, famɅlQ, and p#Qch l gɅcal pr blem#. I# i# argŰed tha# in#er en#Ʌ n# need t be de el ped and te##ed t mee# the need# f   men Ʌ#h b #h p#Qch l gɅcal and sŰb##ance abŰ#e dɅ# rder#. NɅne table# pr Ʌde s#a#Ʌ##Ʌcal da#a. (RJM)

ED 408 510 CG 027 679

DŰma#, LQnne S.
TalkɅng Ʌ#h KɅd# ab Ű# T Űgh I##Űe#.
PUB DATE- 96
NOTE- 67p.
LANGUAGE- EnglɅ#h
EDRS PrɅce- MF01 PlŰ# P ##age. PC N # A aɅlable fr m EDRS.
PUB TYPE- GŰɅde#/Me#h d#/TechnɅqŰe# (F r Prac#Ʌ#Ʌ ner#) - N n-Cla##r m U#e (F r AdmɅnɅ##ra#Ʌ e and SŰpp r# S#aff, and f r Teacher#, Paren##, ClergQ, e#c. in N n-Cla##r m sɅ#Űa#Ʌ n#) (055)
DESCRIPTORS- AcqŰɅred ImmŰne DefɅcɅencQ SQndr me; Alc h l AbŰ#e; *ChɅld RearɅng; *ChɅldren; *C mmŰnɅca#Ʌ n SkɅll#; *DrŰg U#e; Elemen#arQ EdŰca#Ʌ n; Elemen#arQ Sch l S#Űden##; Paren# ChɅld Rela#Ʌ n#hɅp; *Paren# Ma#erɅal#; Re# Űrce Ma#erɅal#; Se¤ŰalɅ#Q; VɅ lence
IDENTIFIERS- *C mmŰnɅca#Ʌ n S#ra#egɅe#; *C n er#a#Ʌ n

RaɅ#Ʌng a chɅld can be the m ## gra#ɅfQɅng (and the m ## dɅffɅcŰl#) j b a per# n can ha e. C mmŰnɅca#Ʌ n i# e##en#Ʌal hen paren#Ʌng chɅldren, and prac#Ʌcal gŰɅdance in learnɅng h t speak penlQ and lɅ##en a##en#Ʌ elQ i# pre#en#ed in thɅ# b kle#. I# gɅ e# paren## and caregɅ er# c ncre#e tɅp# and technɅqŰe# n talkɅng Ʌ#h Q Űng chɅldren, age# 8 t 12, ab Ű# hard-# -dɅ#cŰ## i##Űe#, sŰch a# se¤ and se¤ŰalɅ#Q, drŰg# and alc h l, AcqŰɅred ImmŰne DefɅcɅencQ SQndr me (AIDS), and vɅ lence. SɅnce chɅldren alreadQ receɅ e inf rma#Ʌ n ab Ű# the#e t pɅc# fr m tele Ʌ#Ʌ n, m Ʌe#, and #her s Űrce#, i# i# imp r#an# tha# paren## pr Ʌde accŰra#e in#Ʌgh##. The te## dra # n idea# and pɅnɅ n# f chɅld p#QchɅa#rɅ##, p#Qch l gɅ##, scɅen#Ʌ##, d c# r#, and edŰca# r#. I# pen# Ʌ#h an   er Ʌe   f ha# paren## need t kn   bef re talkɅng Ʌ#h kɅd#, sŰch a# i##Űe# n chɅld de el pmen#, and pr Ʌde# gr Űnd rŰle# f r dɅ#cŰ##Ʌ n# (e.g., al aQ# u#e age-appr prɅa#e langŰage). Each chap#er ffer# tɅp# f r ɅnɅ#Ʌa#Ʌng dɅ#cŰ##Ʌ n#, inclŰdɅng aQ# t en#Űre tha# Q Ű are under##andɅng the chɅld'# le el f under##andɅng. Sample qŰe##Ʌ n# and an# er# are pr Ʌded f r each t pɅc. A c llec#Ʌ n f re# Űrce# lɅ### b Q# and gɅrl# clŰb# thr Űgh Ű# the c Űn#rQ; #her rganɅɅa#Ʌ n# f r inf rma#Ʌ n and referral; and readɅng ma#erɅal# f r paren## and chɅldren, and #her inf rma#Ʌ n. (RJM)

ED 408 511 CG 027 735

Dharmada#a, KɅrɅ H.; G rrell, JeffreQ
Elemen## f Self-RegŰla#Ʌ n in S#Űden##' ScrɅp## Rela#ed t Par#ɅcŰlar LearnɅng SɅ#Űa#Ʌ n#.

in¤¤r¥men¤¤ f r mea¤¤¥rΛng varΛ ¥¤ f rm¤ f prej¥dΛce. C n¤aΛn¤ appr ¤Λma¤elQ 540 reference¤, a gl ¤¤arQ, an ann ¤a¤ed bΛblΛ graphQ, and an inde¤. (RJM)

ED 408 529 CG 027 785

S mmer¤-Flanagan, J hn; S mmer¤-Flanagan, RΛ¤a
T ¥gh KΛd¤, C l C ¥n¤elΛng: U¤er-FrΛendlQ Appr ache¤ Λ¤h ChallengΛng Y ¥¤h.
PUB DATE- 97
NOTE- 288p.
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01 Pl¥¤ P ¤¤age. PC N ¤ A aΛlable fr m EDRS.
PUB TYPE- B k¤ (010),G¥Λde¤/Me¤h d¤/TechnΛq¥e¤ (F r Prac¤Λ¤Λ ner¤) - N n-Cla¤¤r m U¤e (F r AdmΛnΛ¤¤ra¤Λ e and S¥pp r¤ S¤aff, and f r Teacher¤, Paren¤¤, ClergQ, e¤c. in N n-Cla¤¤r m sΛ¤¥a¤Λ n¤) (055)
DESCRIPTORS- Ad le¤cen¤¤; *Aggre¤¤Λ n; A¤¤en¤Λ n DefΛcΛ¤ DΛ¤ rder¤; Change S¤ra¤egΛe¤; ChΛldren; C ¥n¤elΛng P¤Qch l gQ; *C ¥n¤elΛng TechnΛq¥e¤; *C ¥n¤el r ClΛen¤ Rela¤Λ n¤hΛp; Elemen¤arQ Sec ndarQ Ed¥ca¤Λ n; HQpn ¤Λ¤; Objec¤Λ e¤; Paren¤ Ed¥ca¤Λ n; S¤ rQ TellΛng; *Y ¥¤h Pr blem¤
IDENTIFIERS- HQpn ¤herapQ; MedΛca¤Λ n

All t freq¥en¤lQ, Q ¥ng pe ple re¤Λ¤¤ c ¥n¤elΛng eff r¤¤. S me aQ¤ t f ¤¤er a p ¤Λ¤Λ e therape¥¤Λc rela¤Λ n¤hΛp Λ¤h Q ¥ng, re¤Λ¤¤an¤ clΛen¤¤ are de¤crΛbed in thΛ¤ b k. The te¤¤ pr m ¤e¤ a rela¤Λ n¤hΛp- rΛen¤ed appr ach, e¤pl rΛng aQ¤ in hΛch c ¥n¤el r¤ can cap¤¥re the in¤ere¤¤, a¤¤en¤Λ n, and m ¤Λ a¤Λ n f the¤e clΛen¤¤. The v l¥me i¤ dΛ Λded in¤ three par¤¤. Par¤ 1, "U¤er-FrΛendlQ F ¥nda¤Λ n¤," pre¤en¤¤ s¤ra¤egΛe¤ t ¥nder¤¤and and em ¤Λ nallQ c nnec¤ Λ¤h Q ¥ng clΛen¤¤. C ¥n¤elΛng Λ¤h Q ¥ng pe ple i¤ seen a¤ anal g ¥¤ t cr ¤¤-c¥l¤¥ral c ¥n¤elΛng and s phQ¤Λcal, s cΛal, and p¤Qch l gΛcal a¤pec¤¤ f chΛldh d are c n¤Λdered. Par¤ 2, "U¤er-FrΛendlQ S¤ra¤egΛe¤," ffer¤ a n¥mber f technΛq¥e¤ tha¤ can be u¤ed in a varΛe¤Q f c ¥n¤elΛng sΛ¤¥a¤Λ n¤. TΛp¤ are gΛ en n h t q¥ΛcklQ m dΛfQ clΛen¤ em ¤Λ nal s¤a¤e¤, and me¤h d¤ are ffered in hΛch u¤er-frΛendlQ trea¤men¤ technΛq¥e¤ can be u¤ed t change maladap¤Λ e c gnΛ¤Λ n¤, beha Λ r¤, and in¤erper¤ nal rela¤Λ n¤hΛp¤. S¤ra¤egΛe¤ s¥ch a¤ indΛrec¤ and dΛrec¤Λ e s¤ rQ¤ellΛng and appr ache¤ t paren¤ ed¥ca¤Λ n and traΛnΛng are al¤ de¤crΛbed. Par¤ 3, "SpecΛal T pΛc¤ in Trea¤Λng Y ¥ng ClΛen¤¤," e¤amΛne¤ s¥ch i¤¤¥e¤ a¤ s¥ΛcΛde a¤¤e¤¤men¤ and managemen¤, ffer¤ tΛp¤ n hen t refer clΛen¤¤ f r medΛca¤Λ n e al¥a¤Λ n¤, and e¤pl re¤ i¤¤¥e¤ rela¤ed t therapQ termΛna¤Λ n. C n¤aΛn¤ an inde¤ and appr ¤Λma¤elQ 300 reference¤. (RJM)

ED 408 530 CG 027 786

O¤b rne, W. LarrQ; And O¤her¤
Career De el pmen¤, A¤¤e¤¤men¤ and C ¥n¤elΛng: ApplΛca¤Λ n¤ f the D nald E. S¥per C-DAC Appr ach.
PUB DATE- 97
NOTE- 184p.
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01 Pl¥¤ P ¤¤age. PC N ¤ A aΛlable fr m EDRS.
PUB TYPE- B k¤ (010),G¥Λde¤/Me¤h d¤/TechnΛq¥e¤ (F r Prac¤Λ¤Λ ner¤) - N n-Cla¤¤r m U¤e (F r AdmΛnΛ¤¤ra¤Λ e and S¥pp r¤ S¤aff, and f r Teacher¤, Paren¤¤, ClergQ, e¤c. in N n-Cla¤¤r m sΛ¤¥a¤Λ n¤) (055)
DESCRIPTORS- Ad le¤cen¤¤; Black¤; *Career C ¥n¤elΛng; *Career De el pmen¤; *Career G¥Λdance; Ca¤e S¤¥dΛe¤; ChΛldren; C llege S¤¥den¤¤; *DecΛ¤Λ n MakΛng; HΛgh Sch l¤; HΛgher Ed¥ca¤Λ n;

ED 408 548 CG 027 833

Ander# n, Shar n K.
N nr man#Λc/N n#e#Ŭal Rela#Λ n#hΛp# Λ#h F rmer ClΛen##: ImplΛca#Λ n# f r P#Qch l gΛ###' TraΛnΛng.
PUB DATE- 13 AŬg 96
NOTE- 27p.; Paper pre#en#ed a# the AnnŬal Mee#Λng f the AmerΛcan P#Qch l gΛcal A## cΛa#Λ n (104#h, T r n# , On#arΛ , Canada, AŬgŬ## 9-13, 1996). P r#Λ n# f the pre#en#a#Λ n ha e been taken fr m a manŬ#crΛp# rΛ##en bQ Ander# n and MΛ#chener (1996).
LANGUAGE- EnglΛ#h
EDRS PrΛce- MF01/PC02 PlŬ# P #age.
PUB TYPE- Inf rma#Λ n AnalQ#e#/S#a#e- f-#he-ar# Ma#erΛal# (070),Speeche#, C nference Paper#, "Paper# Pre#en#ed a#..." (150)
DESCRIPTORS- Beha Λ r; *C de# f E#hΛc#; *C Ŭn#el r ClΛen# Rela#Λ n#hΛp; C Ŭn#el r TraΛnΛng; C Ŭn#el r#; E#hΛcal In##rŬc#Λ n; *E#hΛc#; *In#erper# nal Rela#Λ n#hΛp; *P#Qch l gΛ###; TraΛnΛng Objec#Λ e#
IDENTIFIERS- E#hΛcal C mmŬnΛca#Λ n; *Pr fe##Λ nal Beha Λ r; *Pr fe##Λ nal C ncern#

The e#hΛcal prΛncΛple# and c de f c ndŬc# f the AmerΛcan P#Qch l gΛcal A## cΛa#Λ n are clear: p#Qch l gΛ### are t a Λd se#Ŭal rela#Λ n#hΛp# Λ#h f rmer clΛen###. BŬ# gŬΛdelΛne# ffer scan# gŬΛdance n n nr man#Λc and n n#e#Ŭal rela#Λ n#hΛp# Λ#h f rmer clΛen###; the e#hΛcal rΛ#k# f #Ŭch rela#Λ n#hΛp# are e#pl red in thΛ# paper. The inf rma#Λ n i# pre#en#ed in three par###. An er Λe f re#earch fΛndΛng# tha# de#crΛbe the tQpe# f n nr man#Λc/n n#e#Ŭal rela#Λ n#hΛp# tha# ccŬr be# een p#Qch l gΛ### and f rmer clΛen###, p#Qch l gΛ###' per#pec#Λ e# f the e#hΛcal na#Ŭre f the#e rela#Λ n#hΛp#, and theΛr jŬ##ΛfΛca#Λ n# f r theΛr per#pec#Λ e are c ered fΛr##. Ne##, a c ncep#Ŭal frame rk tha# Λll help p#Qch l gΛ### and p#Qch l gΛ###-Λn-#raΛnΛng a##e## the e#hΛcal rΛ#k f a p ##-therapQ rela#Λ n#hΛp Λ#h a f rmer clΛen# i# dΛ#cŬ##ed. The la## sec#Λ n #Ŭgge### gŬΛdelΛne# f r p#Qch l gΛ###-Λn-#raΛnΛng t c n#Λder hen n n#e#Ŭal in#erac#Λ n# r rela#Λ n#hΛp# Λ#h f rmer clΛen### are Ŭna Λdable. I# i# argŬed tha# if the rΛ#k# are verQ l and the therapΛ## ha# dΛ#cŬ##ed, Λ#h the f rmer clΛen# and in c n#Ŭl#a#Λ n, the p #en#Λal pr blem# a# ell a# the nece##arQ change# in the rela#Λ n#hΛp tha# the ne r le implΛe#, there maQ be n #r ng e#hΛcal bjec#Λ n# fr m engagΛng in a p ##-#herapQ rela#Λ n#hΛp. (RJM)

ED 408 549 CG 027 834

Rh ad#, R ber# A.
E#pl ra#Λ n# f the CarΛng Self: Re#hΛnkΛng S#Ŭden# De el pmen# and LΛberal LearnΛng.
PUB DATE- Mar 97
NOTE- 33p.; Paper pre#en#ed a# the AnnŬal Mee#Λng f the AmerΛcan EdŬca#Λ nal Re#earch A## cΛa#Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ#h
EDRS PrΛce- MF01/PC02 PlŬ# P #age.
PUB TYPE- Rep r## - Re#earch/TechnΛcal (143),Speeche#, C nference Paper#, "Paper# Pre#en#ed a#..." (150)
DESCRIPTORS- *C llege S#Ŭden###; FemΛnΛ#m; HΛgher EdŬca#Λ n; *PŬblΛc Ser Λce; Sch l C mmŬnΛ#Q Pr gram#; Self C ncep#; *Ser Λce LearnΛng; *S#Ŭden# De el pmen#; S#Ŭden# EdŬca#Λ nal Objec#Λ e#; *S#Ŭden# Par#ΛcΛpa#Λ n; S#Ŭden# V lŬn#eer#
IDENTIFIERS- *CarΛng; Self FŬlfΛllmen#

F r tradΛ#Λ nal-age c llege #Ŭden### (18 t 24 Qear# ld), c mpĶ::er hΛch analQΛed and sĶmmarΛΛed the re::Ķl:::: helpΛng the teacher t manage effec::Λ e readΛng prac::Λce. QĶan::Λ::a::Λ e and qĶalΛ::a::Λ e re::Ķl:::: indΛca::ed tha:: e en hen le:::: than fĶllQ implemen::ed, the Accelera::ed Reader pr gram QΛelded gaΛn:: in readΛng achΛe emen:: grea::er than regĶlar cla::::r m teachΛng and an al::erna::Λ e in::en::Λ e me::h d, e en Λ::h le:::: tΛme de ::ed t cla:::: sΛlen:: readΛng prac::Λce than in c mparΛ:: n cla::::e::. Re::Ķl:::: al:: dΛ::plaQed sΛgnΛfΛcan:: dΛfference:: in a::::Λ::Ķde:: t readΛng f r b Q:: and gΛrl::. (C n::aΛn:: 67 reference::, and 11 fΛgĶre:: and 9 table:: f da::a. AppendΛ=e:: pre::en:: sĶr eQ in::::rĶmen::::, tΛ::le:: a aΛlable f r the UK ver::Λ n f the AR pr gram, a sample a::-rΛ::k rep r::, pr blem tQpe:: and p ::::Λble caĶ::e:: (f Ķnd n the a::-rΛ::k rep r::::), the c l r-c dΛng sQ::::em f r Pr jec:: A and Pr jec:: B, s::Ķden:: readΛng l g::, the dĶ l g readΛng pr ce::::, Accelera::ed Reader sh p prΛΛe::, table:: f da::a, and a f ll -Ķp s::ĶdQ f r Pr jec:: A.) (AĶ::h r/RS)

ED 408 568   CS 012 847

RΛchard::, Jane:: C.; And O::her::
Pre::er Λce Teacher::' Ca::e:: in an EarlQ FΛeld Placemen::.
PUB DATE- N   96
NOTE- 16p.; Paper pre::en::ed a:: the AnnĶal Mee::Λng f the C llege ReadΛng A:::: cΛa::Λ n (40::h, Charle:::: n, SC, Oc:: ber 31-N ember 3, 1996).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 PlĶ:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *Ca::e S::ĶdΛe::; Elemen::arQ EdĶca::Λ n; *FΛeld E=perΛence Pr gram::; HΛgher EdĶca::Λ n; *LangĶage Ar::::; *Pre::er Λce Teacher EdĶca::Λ n; ReadΛng In::::rĶc::Λ n; Teacher A::::Λ::Ķde::; *TeachΛng E=perΛence; TeachΛng GĶΛde::; Urban EdĶca::Λ n
IDENTIFIERS- Ca::e Me::h d (TeachΛng TechnΛqĶe); *Pre::er Λce Teacher::; UnΛ er::Λ::Q f S Ķ::hern MΛ::::Λ::::ΛppΛ
A:: par:: f c Ķr::e reqĶΛremen::::, pre::er Λce teacher:: in the readΛng/langĶage ar:::: earlQ fΛeld pr gram a:: the UnΛ er::Λ::Q f S Ķ::hern MΛ::::Λ::::ΛppΛ rΛ::e t   ca::e narra::Λ e:: per seme::::er ab Ķ:: theΛr teachΛng e=perΛence:: in an urban elemen::arQ sch l. ThΛ:: paper dΛ::cĶ::::e:: the benefΛ:::: f ca::e rΛ::Λng f r pre::er Λce teacher:: and e=plaΛn:: the specΛfΛc a::::rΛbĶ::e:: f a ell- rΛ::::en ca::e. The paper al:: sĶpplΛe:: gĶΛdelΛne:: and de::crΛbe:: c Ķr::e ac::Λ Λ::Λe:: tha:: help pre::er Λce teacher:: rΛ::e theΛr   n ca::e::. The paper inclĶde:: pre::er Λce teacher::' ca::e e=cerp::::. (AĶ::h r/RS)

ED 408 569   CS 012 848

OĶΛ::::, Dan T.; Cal er::, Wanda L.
U::Λng Caldec :::: Medal and H n r B k:: T M ::Λ a::e MΛddle Sch l Reader::.
PUB DATE- N   96
NOTE- 10p.; Paper pre::en::ed a:: the AnnĶal Mee::Λng f the C llege ReadΛng A:::: cΛa::Λ n (40::h, Charle:::: n, SC, Oc:: ber 31-N ember 3, 1996).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 PlĶ:: P ::::age.
PUB TYPE- GĶΛde::/Me::h d::/TechnΛqĶe:: (F r Prac::Λ::Λ ner::) - Cla::::r m U::e - TeachΛng GĶΛde:: (F r Teacher) (052),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- AmerΛcan IndΛan CĶl::Ķre; Ar:: ApprecΛa::Λ n; Black CĶl::Ķre; Cla:::: Ac::Λ Λ::Λe::; In::ermedΛa::e Grade::; JĶnΛ r HΛgh Sch l::; LΛ::era::Ķre ApprecΛa::Λ n; MΛddle Sch l::; PΛc::Ķre

project students are challenged to think about the process as well as the product of their research, opportunities for intellectual growth abound. (CR)

ED 408 588 CS 215 865

Neal, Maureen
Demystifying the Job Search: The Candidate's Perspective.
PUB DATE- Mar 97
NOTE- 23p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinion/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Correspondence; Career Planning; *College Faculty; Employment Qualifications; *English Departments; Higher Education; *Job Applicants; *Job Search Methods; Rhetoric; Writing Instruction
IDENTIFIERS- *Academic Professions; Employment Initiatives

This paper provides some ideas for those searching for positions in the academic field of English (with emphasis on rhetoric/composition) at small, state-supported liberal arts colleges. It presents information about how searches are initiated and conducted and how candidates might best present themselves who have engaged in a job search. Included in the paper are sample institutional job advertisements, copies of cover letters written in response to those job announcements, samples of acknowledgement letters received after materials were sent, several samples of rejection letters from colleges, a sample schedule for an on-campus interview, a handwritten flow chart used to keep track of application materials, handwritten notes used to prepare for an interview at the Modern Language Association convention, examples of successful letters (that is, the application was not rejected immediately), and comments as to why the letters were successful or unsuccessful. (NKA)

ED 408 589 CS 215 867

Williams, Sue Ellen
Teachers' Written Comments and Students' Responses: A Socially Constructed Interaction.
PUB DATE- Mar 97
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; College Students; *Feedback; Higher Education; *Student Reaction; Teacher Effectiveness; Teacher Response; Teacher Role; Teacher Student Relationship; *Writing Evaluation; Writing Improvement; *Writing Instruction; Writing Teachers

A study examined how 8 writers, both successful and less successful (4 of each), constructed their interpretations of teachers' written comments and what factors influenced their readings of teachers' comments. Subjects, 8 students enrolled

ED 408 608 CS 215 895

Comeau, Reginald A.
Guidelines for Term Papers and Short Essays. Ninth Revision.
PUB DATE- Jan 97
NOTE- 43p.; Best available copy. For the 7th revision, see ED 390 055.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citations (References); Essays; *Expository Writing; *Outlining (Discourse); *Research Papers (Students); Technical Institutes; Two Year Colleges; Writing Improvement; *Writing Processes; *Writing Skills; Writing Strategies
IDENTIFIERS- *New Hampshire Technical College Manchester

Organized in eight short sections, this paper presents guidelines for students attending New Hampshire Community Technical College at Manchester for writing term papers and short essays. The paper's sections are: (1) Outline (outlining the paper's contents); (2) Setting the Parameters (containing a definition of a term paper); (3) Sections of a Paper (noting how to begin a paper and describing its major sections); (4) Text Format; (5) Documentation (what and how to document, with examples); (6) Bibliographic Format (for books, print materials other than books, secondary sources, audiovisual sources, electronic/magnetic media, and online databases); (7) Charts, Diagrams and Illustrations; and (8) Paginating the Paper. Appendixes contain a sample title page, short paper titling, sample optional page of contents, and sample bibliography. (SR)

ED 408 609 CS 215 897

McFadyen, Kay K.
Multi-faceted Performance Evaluation: The Role of Teaching Dossiers.
PUB DATE- Jun 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); *Self Evaluation (Individuals); Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- Educational Issues

Operating within a milieu of social, political, and economic change, educators are under increasing pressure to provide information about their instructional efforts. As instructors are called upon to do different types of teaching and to conduct their teaching differently, evaluation procedures must also address these changes. Self-appraisal offers significant opportunity to address environmental changes in post-secondary institutions. Teaching dossiers (also called portfolios or folios) are a method of self-evaluation which offer a mechanism for educators to move beyond static conceptions of effective teaching to reflective and reliable models of performance evaluation. (Contains 20 references and a table listing types of performance evaluation. Appendixes present figures

ED 408 628 CS 509 519

McCormick, Linda; And Others
Supporting Children with Communication Difficulties in Inclusive Settings: School-Based Language Intervention.
PUB DATE- 97
NOTE- 545p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Augmentative and Alternative Communication; *Communication Disorders; Cultural Differences; Early Childhood Education; *Early Intervention; Evaluation Methods; *Inclusive Schools; *Language Acquisition; *Language Impairments; Parent Participation; Special Needs Students; Teaching Guides; Theory Practice Relationship; Young Children
IDENTIFIERS- Ecological Assessment

Preparing language interventionists and special education teachers to work with colleagues and families on collaborative teams in public school settings, this book provides basic procedures for intervention for all children with language and communication difficulties, with hands-on activities to give students practice in applying the procedures. The book combines and synthesizes educational inclusion for learning with environmental support for language acquisition. Chapters in the book are: (1) "Introduction to Language Acquisition" (Linda McCormick); (2) "Language Theory and Practice" (Diane Frome Loeb); (3) "Characteristics of Students with Language and Communication Difficulties" (Linda McCormick and Diane Frome Loeb); (4) "Working with Families" (Nancy Robinson); (5) "Policies and Practices" (Linda McCormick); (6) "Diagnostic and Descriptive Assessment" (Diane Frome Loeb); (7) "Ecological Assessment and Planning" (Linda McCormick); (8) "Language Intervention and Support" (Linda McCormick); (9) "Language Intervention with Infants and Toddlers" (Ken M. Bleile); (10) "Language Intervention in the Inclusive Preschool" (Linda McCormick); (11) "Facilitating Literacy in Young Children" (Mary Ross Moran); (12) "Special Needs of Young Children with Severe Disabilities" (Mary Jo Noonan and Ellin Siegel-Causey); (13) "Supporting Augmentative and Alternative Communication" (Linda McCormick); and (14) "Children with Culturally Diverse Backgrounds" (Betsy H. Bunce). A glossary of pertinent terms is included. (RS)

ED 408 629 CS 509 520

Weinbaum, Batya
Pedagogy and Ethnicity: The Practice of Performance as Exemplified in the Teaching of Shange and Butler.
PUB DATE- Mar 97
NOTE- 14p.; Paper presented at the Joint Popular Culture Association/American Culture Association Meetings (San Antonio, TX, March 26-29, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Ethnicity; Higher Education; *Instructional Effectiveness; Multicultural Education; *Reader Response; Student Development; *Teacher Behavior; Undergraduate Students

NOTE- 280p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¼men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),G¼Λde::/Me::h d::/TechnΛq¼e:: (F r Prac::Λ::Λ ner::) - N n-Cla:::r m U::e (F r AdmΛnΛ:::ra::Λ e and S¼pp r:: S::aff, and f r Teacher::, Paren:::, ClergQ, e::c. in N n-Cla:::r m sΛ::¼a::Λ n::) (055)
DESCRIPTORS- A¼dΛence Re::p n::e; Ed¼ca::Λ nal Opp r::¼nΛ::Λe::; Em ::Λ nal De el pmen::; In::ellec::¼al De el pmen::; In::erne::; *Ma::: MedΛa R le; Op::Λcal Da::a DΛ::k::; *Paren:: ChΛld Rela::Λ n::hΛp; *Paren:: R le; *Tele Λ::Λ n VΛeñΛng; *VΛde ::ape Ca:::e:::e::
IDENTIFIERS- *FamΛlQ C mm¼nΛca::Λ n; LearnΛng En Λr nmen::; *MedΛa LΛ::eracQ; Ne MedΛa

ThΛ:: b k ffer:: ad Λce and specΛfΛc g¼ΛdelΛne:: f r makΛng the m ::: f the learnΛng and en::er::aΛnmen:: p ::en::Λal f vΛde and the ne medΛa. I:: sh :: h paren::: can caref¼llQ selec:: and u::e TV pr gram::, vΛde ::, and the ne medΛa t enhance theΛr chΛldren':: in::ellec::¼al and em ::Λ nal gr ::h--lΛbera::Λng paren::: fr m TV "g¼Λl::." Chap::er:: in the b k are: (1) I::'::M re Than EQe CandQ: Pl¼g in:: Y ¼r KΛd':: VΛe Λng and DΛ::c er VΛde ':: Val¼e; (2) Wh ':: G :: the Rem ::e: VΛde and Paren::Λng; (3) I:: TV OnlQ f r De:::er:: : VΛde a:: Par:: f DaΛlQ LΛfe; (4) N G¼n::, N Se¤, N S earΛng, and TheQ Wan:: t Wa::ch I:: AgaΛn : H t Selec:: Wha:: t Wa::ch; (5) H me rk f r Paren:::: Re::earch Can Lead t B¼rΛed Trea::¼re; (6) Re Λnd and PlaQ AgaΛn: A Fre::h L k a:: Wha:: KΛd:: D hΛle the TV':: On and H Wha::':: n Infl¼ence:: Them; (7) J¼::: the TΛcke:: T Talk: H VΛde :: Can TrΛgger MeanΛngf¼l DΛ::c¼:::Λ n; (8) Telef¼::¼re I:: Here: The Neñ MedΛa; and (9) We're the Pe ple: Ad ca::e f r MeanΛngf¼l KΛd::' MedΛa. Incl¼ded i:: a sec::Λ n n addΛ::Λ nal re:: ¼rce::. C n::aΛn:: a bΛblΛ graphQ. (NKA)

ED 408 650 CS 509 547

C n ΛlIe, RΛchard L.
In::erper:: nal C mm¼nΛca::Λ n, C mm¼nΛca::Λ n LearnΛng, and C mm¼nΛ::Q Ser Λce: C ¼r::e O¼::lΛne, ReadΛng::, and Pr ced¼re::.
PUB DATE- 3 Apr 97
NOTE- 6p.; Paper pre::en::ed a:: the Ann¼al Mee::Λng f the S ¼::hern S::a::e:: C mm¼nΛca::Λ n A::: cΛa::Λ n (Sa annah, GA, AprΛl 2-6, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¼:: P :::age.
PUB TYPE- G¼Λde::/Me::h d::/TechnΛq¼e:: (F r Prac::Λ::Λ ner::) - Cla:::r m U::e - In:::r¼c::Λ nal Ma::erΛal:: (F r Learner::) (051),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *C mm¼nΛ::Q In l emen::; C pera::Λ n; *C ¼r::e De::crΛp::Λ n::; HelpΛng Rela::Λ n::hΛp; HΛgher Ed¼ca::Λ n; H n r:: C¼rrΛc¼l¼m; *In::erper:: nal C mm¼nΛca::Λ n; J ¼rnal WrΛ::Λng; Par::ner::hΛp:: in Ed¼ca::Λ n; Re::earch Paper:: (S::¼den:::); *Ser Λce LearnΛng; *S::¼den:: Par::ΛcΛpa::Λ n; *S::¼den:: V l¼n::eer::; T¼:: rΛng
IDENTIFIERS- *UnΛ er::Λ::Q f S ¼::hern MΛ:::Λ:::ΛppΛ

ThΛ:: paper pre::en::: a c ¼r::e ¼::lΛne, a lΛ::: f req¼Λred readΛng::, and pr ced¼re:: f r "Narra::Λ e, C mm¼nΛ::Q, and C mm¼nΛca::Λ n," an h n r:: cla::: a:: the UnΛ er::Λ::Q f S ¼::hern MΛ:::Λ:::ΛppΛ. The paper e¤plaΛn:: tha:: the c ¼r::e f c¼::e:: n v l¼n::eer c mm¼nΛ::Q ser Λce--::he idea beΛng t place the s::¼den:: in a se:::Λng f gen¼Λne need t help b¼Λld up the c mm¼nΛ::Q bQ helpΛng a per:: n tha:: the s::¼den:: ¼ld n :: n rmallQ be ar ¼nd. The paper gΛ e:: e¤ample:: f tQpe:: f c mm¼nΛ::Q ser Λce, in:::r¼c::Λ n:: t keep a j ¼rnal f the e¤perΛence::, an e¤plana::Λ n f ha:: i:: e¤pec::ed f r the fΛnal

PUB TYPE- GꝁAde::/Me::h d::/TechnΛqꝁe:: (F r Prac::Λ::Λ ner::) - N n-Cla:::r m U::e (F r AdmΛnΛ:::ra::Λ e and Sꝁpp r:: S::aff, and f r Teacher::, Paren:::, ClergQ, e::c. in N n-Cla:::r m sΛ::ꝁa::Λ n::) (055)

DESCRIPTORS- C pera::Λ e PlannΛng; *Edꝁca::Λ nal C pera::Λ n; Edꝁca::Λ nal En Λr nmen::; HΛgh Sch l::; In::egra::ed CꝁrrΛcꝁlꝁm; *In::erdΛ::cΛplΛnarQ Appr ach; Sch l OrganΛΛa::Λ n; *Teacher C llab ra::Λ n; *Team TeachΛng

A learnΛng team c mprΛ::e:: t r m re teacher:: f anQ t r m re sꝁbjec:: area:: h seek t crea::e a small, c he::Λ e learnΛng c mmꝁnΛ::Q. In::erdΛ::cΛplΛnarQ learnΛng team:: are vehΛcle:: tha:: can emp er sch l c mmꝁnΛ::Q member::. ThΛ:: fΛr::: par:: f thΛ:: handb k in::r dꝁce:: the learnΛng team c ncep::, dΛ::cꝁ:::e:: i:::ꝁe:: t c n::Λder in implemen::Λng learnΛng team::, and ffer:: 15 rea:: n:: f r hΛgh sch l:: t de el p learnΛng team:: and 5 rea:: n:: hQ sch l:: re::Λ:::. The sec nd par:: ffer:: sꝁgge:::Λ n:: f r ge:::Λng s::ar::ed--Λden::ΛfQΛng pꝁrp ::e::, crea::Λng pΛl :: pr gram::, selec::Λng s::ꝁden::: and recrꝁΛ::Λng teacher:: f r the team, schedꝁlΛng learnΛng team::, changΛng the cꝁrrΛcꝁlꝁm, begΛnnΛng the Qear rΛgh::, and sꝁ:::aΛnΛng the eff r::. One fΛgꝁre i:: inclꝁded. (C n::aΛn:: 24 reference::.) (LMI)

ED 408 669 EA 028 395

WΛnn, Deanna D.; And O::her::
Re::hΛnkΛng the SchedꝁlΛng f Sch l TΛme. Fa:::back 412.
PUB DATE- 97
NOTE- 64p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Plꝁ:: P :::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- GꝁAde::/Me::h d::/TechnΛqꝁe:: (F r Prac::Λ::Λ ner::) - N n-Cla:::r m U::e (F r AdmΛnΛ:::ra::Λ e and Sꝁpp r:: S::aff, and f r Teacher::, Paren:::, ClergQ, e::c. in N n-Cla:::r m sΛ::ꝁa::Λ n::) (055)

DESCRIPTORS- Elemen::arQ Sec ndarQ Edꝁca::Λ n; *Fle¤Λble SchedꝁlΛng; Need:: A:::e:::men::; *Par::ΛcΛpa::Λ e DecΛ::Λ n MakΛng; Pr gram De el pmen::; Pr gram E alꝁa::Λ n; Pr gram Implemen::a::Λ n; *Sch l Schedꝁle::; *TΛme Bl ck::

The lΛnk be:: een tΛme and learnΛng i:: ne f the m ::: c n::Λ:::en:: fΛndΛng:: in edꝁca::Λ nal re::earch. ThΛ:: handb k de::crΛbe:: a pr ce::: f r de el pΛng effec::Λ e u::e f in:::rꝁc::Λ nal tΛme thr ꝁgh the iden::ΛfΛca::Λ n f imp r::an:: decΛ::Λ n-makΛng crΛ::erΛa and the u::e f the::e crΛ::erΛa t crea::e a sch l schedꝁle. The handb k de::crΛbe:: an 11-:::ep pr ce:::, the CrΛ::erΛa-DrΛ en Change m del (CDC), f r de el pΛng an appr prΛa::e sch l schedꝁle. The fΛr::: par:: dΛ::cꝁ:::e:: the imp r::ance f tΛme managemen:: and the c mple¤Λ::Λe:: f the change pr ce:::. The sec nd par:: de::crΛbe:: :::ra::egΛe:: f r de el pΛng, implemen::Λng, and e alꝁa::Λng the schedꝁle. The 11 :::ep:: inclꝁde: (1) defΛne the pr blem; (2) f rm the c mmΛ:::ee; (3) se:: the pꝁrp ::e; (4) learn t ge::her; (5) c llec:: da::a; (6) de el p crΛ::erΛa; (7) vΛ::Λ:: sΛ::e::; (8) sQn::he::ΛΛe; (9) crea::e the plan/::chedꝁle; (10) implemen:: and sꝁpp r:: the plan/::chedꝁle::; and (11) e alꝁa::e the plan/::chedꝁle u::Λng the crΛ::erΛa. FΛnallQ, c n::Λnꝁed learnΛng i:: crꝁcΛal t maΛn::aΛnΛng the pr gram. One fΛgꝁre i:: inclꝁded. (C n::aΛn:: 26 reference::.) (LMI)

ED 408 670 EA 028 396

McCall, Jack
The PrΛncΛpal a:: S::e ard. The Leader::hΛp & Managemen:: SerΛe::.
PUB DATE- 97
NOTE- 241p.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Cooperation; *Educational Environment; Educational Improvement; Effective Schools Research; Elementary Secondary Education; Foreign Countries; Interprofessional Relationship; Models; Organizational Change; *Organizational Development; *School Culture; *School Effectiveness; Statistical Analysis; *Teacher Attitudes
IDENTIFIERS- *Australia (Western Australia); *Learning Communities

In recent times, sociological constructs have been used to examine school culture, viewing schools as learning communities rather than formal organizations. This paper describes use of the School Cultural Elements Questionnaire (SCEQ) to investigate the culture of schools in Western Australia. The SCEQ was first administered to 422 teachers in 8 Western Australian schools; 1 year later, it was administered to 146 teachers in 3 secondary schools. Teachers in two of the secondary schools were also interviewed. Data were used to develop the School Improvement Model of School Culture, which depicts the relationships among the six cultural elements and their effect on the overall school culture. The six elements that affect school improvement include teacher efficacy, an emphasis on learning, collegiality, collaboration, shared planning, and transformational leadership. The model views school culture as an open-systems structure in which an equilibrium is maintained between interactive internal elements and external factors. The model embodies some of the following propositions: (1) School culture is composed of cultural elements; (2) cultural elements facilitate cultural maintenance and growth; (3) cultural elements are vehicles for improving the effectiveness of schools; (4) cultural growth and school improvement occur when the cultural elements are well developed; (5) strong cultures are resilient when subject to external pressures; (6) weak cultures are inherently unstable and can be further destabilized or strengthened when subject to external pressures; and (7) successful school improvement is dependent on utilization of culturally oriented planning and implementation strategies. (Contains 23 references.) (LMI)

ED 408 688 EA 028 424

McGee, Glenn W.
A Case Study of School Principals in the United States and Japan: Metaphors of Fire and Water.
PUB DATE- Mar 97
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Behavior; *Administrator Effectiveness; Administrator Responsibility; Administrator Role; Case Studies; Curriculum Evaluation; Educational Assessment; Educational Environment; Elementary Secondary Education; Foreign Countries; *Instructional Leadership; *Leadership Styles; Organizational Communication; *Principals; *School Effectiveness; Teacher Supervision
IDENTIFIERS- *Japan; United States

In the United States in recent years there has been extensive concern about school reform and keen interest in Japanese

consensus-based decisions and special project teams. Shared decision making is a dynamic phenomenon that is susceptible to many factors and varies across teams. The data demonstrate that: (1) decision-making patterns of teams are likely to change over time; (2) individuals in leadership roles tend to participate in a disproportionately high number of decisions and discussions; (3) teams may need to go through a clarifying stage in which they decide what to decide; (4) conflict may be necessary to promote team growth, role clarification, and delineation of a teams' vision; (5) decision-making patterns can be influenced directly by training and by stability of team membership; (6) special project teams can facilitate shared decision making; (7) it takes time to develop effective shared decision-making practices; and (8) administrative support can empower decision makers. Four tables are included. (Contains 10 references). (LMI)

ED 408 706 EA 028 446

Petersen, George; Beekley, Cynthia X.
School Principals' Understanding of Mutual Responsiveness in Effective Leadership.
PUB DATE- Mar 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Effectiveness; Administrator Role; High Schools; Interprofessional Relationship; *Leadership; *Leadership Styles; *Principals; Public Schools; Women Administrators

Research has demonstrated that corporations succeed or fail on the basis of how well they are led. Although the importance of leadership in organizational decision making has been recognized and studied extensively, numerous studies have also demonstrated the central role that the principal plays in shaping the school culture which, in turn, is a critical factor in determining the success of the school district. Additionally, an essential component of effective leadership is the cultivation of followers. This paper presents findings of a study that sought to determine whether public high school principals in Ohio understood the role and importance of followership in school leadership, in particular, the role that they played as followers. A survey of a random sample of 111 Ohio public secondary school principals elicited 84 responses, a 76 percent response rate. The survey instrument was the Principal Sentiment Inventory (PSI). The data suggest that the principals were aware of and saw followership as essential to carrying out their role as middle managers. The principals exemplified three types of followership--exemplary, pragmatic, or conformist. Female high school principals reported a higher level of active engagement than male principals. Two figures and four tables are included. (Contains 28 references.) (LMI)

ED 408 707 EA 028 447

Wertheimer, Richard; Zinga, Mari
Attending to the Noise: Applying Chaos Theory to School Reform.
PUB DATE- Mar 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28,

for early childhood special education programs; (11) contracted programs; and (12) special education transportation, including transportation for nonresident high school students. (CR)

ED 408 725 EC 305 596

Special Education Data Report 1994-95.
PUB DATE- Aug 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Early Childhood Education; Elementary Secondary Education; *Expenditure Per Student; Incidence; *School Districts; School Statistics; *Special Education; Special Education Teachers; State Surveys; Student Attrition; *Student Placement; Tables (Data)
IDENTIFIERS- *Colorado

This report presents tables, graphs, and text detailing special education statistics for the state of Colorado for the school year 1994-95. The first section of the report includes the following information: (1) the number of children with disabilities served by disability category; (2) the number of students with disabilities served by disability and percent of each disability; (3) the age of students with disabilities; (4) the number of students with disabilities served in various settings; (5) the number of students with disabilities served in home schools by disability; (6) the percent of students with disabilities by disability and gender; and (7) the exit status of students with disabilities. Additional sections of the report include data on the number and different occupations of special education staff, special education expenditures, and special education revenues. A chart includes the number of special education students served in each individual administrative unit, the cost per student, and the total special education expenditure for each unit. The report's data indicate there was a total of 67,419 children with disabilities served in the school year 1994-95, 82 percent of students with disabilities were served within their home school, and the total special education expenditure was $294,160,335. (CR)

ED 408 726 EC 305 597

Strategic Plan Submitted under Section 101 of the Act and the Supplement to the State Plan Submitted under Part C of Title VI for Federal Fiscal Years 1996, 1997, 1998, 1999.
PUB DATE- Oct 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Change Strategies; *Disabilities; Institutional Administration; Long Range Planning; Mission Statements; *Organizational Change; Organizational Climate; *Organizational Objectives; State Programs; *Strategic Planning; *Vocational Rehabilitation
IDENTIFIERS- *Idaho

This strategic plan outlines the goals and objectives of the Idaho Division of Vocational Rehabilitation (IDVR) for fiscal years 1996-99. The plan begins with a mission statement, a list of rehabilitation values, and an explanation of the services IDVR provides and how IDVR works as a change agent. Values

Self-Concept, Perfectionism, and Sensitivity" (Sal Mendaglio and Michael C. Pyryt); (5) "Fun in Sciencing" (Micheline Rivard), which provides a collection of science activities for the junior high level; (6) "You Are What You Ask--The Power of Teaching Students' Questioning Skills for Enabling Thinking" (Bernard Schwartz and Garnet Millar); and (7) "Intuition and Giftedness" (Carolyn Yewchuk), a discussion of the mechanisms of intuition and suggestions for fostering it. (DB)

ED 408 745 EC 305 616

Bang, Myong-Ye; Lamb, Peg
The Impact of Inclusion of Students with Challenging Needs.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (TASH) (New Orleans, LA, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Autism; High School Students; High Schools; *Inclusive Schools; Inservice Teacher Education; Interaction Process Analysis; Interpersonal Relationship; Mainstreaming; Moderate Mental Retardation; Multiple Disabilities; Paraprofessional School Personnel; *Parent Attitudes; Peer Acceptance; Program Effectiveness; *Regular and Special Education Relationship; Secondary School Teachers; *Severe Disabilities; Severe Mental Retardation; Special Education Teachers; Staff Development; *Teacher Collaboration
IDENTIFIERS- *Lansing School District MI

This study examined the impact of 3 years of full inclusion of students with severe disabilities in a Lansing (Michigan) high school. Teacher and parent surveys as well as observations of student interactions and classrooms were used to evaluate inclusion of seven students with low-incidence disabilities (autistic impairment, trainable mental impairment, severe mental impairment, and severe multiple impairments). In general, parents reported positive changes in family life with increased interactions with family friends and neighbors, decreased behavioral problems, but increased parenting stress. Both special and general education teachers reported that information sharing, development of instructional materials, and support from consultants and paraprofessionals were effective. Similarly, both groups of educators reported that in-service programs, staff development activities, and technical assistance from the district were ineffective. Parents and teachers agreed that students' in-school opportunities for interaction with nondisabled students were enhanced in the inclusive setting. Observation of classrooms found interactions between included students and nondisabled peers to be overwhelmingly accepting. Classroom observations also indicated that paraprofessionals assisted the included students in understanding directions but tended to dominate the students' interactions. Implications for improved staff development in the future are discussed. (Contains 13 references.) (DB)

ED 408 746 EC 305 617

Johnson, Judith A.
The Role of Intelligence in Reading Disabilities: A Comparison of Three Theories.

from external stimulation and on the self might improve the task performance of students with attention deficit/hyperactivity disorder. Forty-three middle school students, (12 with hyperactivity, 4 without hyperactivity but inattention, and 27 without either attention deficit disorder or hyperactivity), attempted to solve a partially solvable word puzzle in the presence and absence of a mirror, counterbalanced for condition and for order. Differences between students with and without disorders in task accuracy and time were found only in the no mirror condition. Furthermore, the beneficial effect of the mirror for children with hyperactivity, relative to comparison children, was most pronounced for those who looked at the mirror. Results are interpreted in terms of attentional bias toward external stimulation of students with hyperactivity. (Contains 34 references.) (DB)

ED 408 764 EC 305 635

Burke, Andrew ; And Others
Tracing the Links in the Chain of Accommodation: A Study of University of Massachusetts' Faculty Members' Provision of Accommodations to Students with Learning Disabilities.
PUB DATE- 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accessibility (for Disabled); Beliefs; College Faculty; *College Students; Higher Education; *Learning Disabilities; *Student Personnel Services; Surveys; *Teacher Attitudes
IDENTIFIERS- *Academic Accommodations (Disabilities); Instructional Support Services; *University of Massachusetts

This study examined facilitating factors and barriers in the process of accommodating college students with learning disabilities in the classroom. Surveys were mailed to 485 faculty members at the University of Massachusetts who had received an accommodation form from the university's Learning Disabilities Support Services Office. The survey focused on faculty members' degree of ease or difficulty in implementing accommodations, the perceived adequacy of support, and their own beliefs and understandings concerning the need for and benefit of providing accommodations. Analysis of the 162 returned surveys suggests that beliefs about the helpfulness and need of accommodations has an effect on provision. In addition, perception of support from elements of the University, especially the Learning Disabilities Support Services Office, influenced the ease of providing accommodations. A significant difference was found between the behavior of professors and instructors/teaching assistants, with the latter reporting it as easier to provide accommodations. (Contains 11 references.) (Author/DB)

ED 408 765 EC 305 636

Reed, Vicki
High Functioning Autism.
PUB DATE- 96
NOTE- 12p.; Paper presented at the Annual School Social Work Association of America Conference (1st, Louisville, KY, September 26-27, 1996).

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Non-Print Media (100), Reports - Descriptive (Program/Project Description) (141), Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Assistive Devices (for Disabled); *Cerebral Palsy; *Communication Aids (for Disabled); *Electronic Control; *Electronic Equipment; *Evaluation Methods; Program Effectiveness; Young Adults
IDENTIFIERS- Cursor Speed; Scanning; Scanning Rate

This study of 22 individuals (ages 13-20) with cerebral palsy investigated the use of scanning, an interface technique that allows access to assistive devices such as communication boards, electronic augmentative communication devices, and computers by using a pointer, either a finger or a cursor. This packet of information includes the findings of a comparison of three basic modes of scanning use with electronic devices (automatic, inverse, and step), and information on the Scanning Assessment Tool. The study examined which scanning mode provides the greatest accuracy for individuals with cerebral palsy and the effects of cursor speed. A second analysis examined the difference between pre-hits, post-hits, no hits, and scanning mode. The study's results were not definitive; persons with different types of cerebral palsy may or may not be more successful when using a particular type of scanning. The results do indicate that when persons are potential candidates for using scanning, each mode should be evaluated separately. The study found that all subjects had higher accuracy scores when using a slower scanning speed and that there were significant differences between pre-hits, post-hits, and no hits and cerebral palsy type. An appendix includes the survey the clinicians used for the Scanning Assessment Tool and information on assessing selection control techniques. Instructions for installing and using the Scanning Assessment Tool are attached, along with a reprint of an article, "Scanning Assessment Tool: Assessing Selection Control Techniques" (Jennifer Angelo). (Contains 39 references.) (CR)

ED 408 783 EC 305 664

Shores, Richard E.
Analysis of Aggression of Children with Severe Behavior Disorders in School Environments. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description) (141)
DESCRIPTORS- *Aggression; *Behavior Disorders; *Classroom Communication; Classroom Environment; Elementary Education; *Emotional Disturbances; Inclusive Schools; Mainstreaming; Positive Reinforcement; Praise; *Student Placement; Teacher Response; *Teacher Student Relationship

A series of studies involving 19 elementary students with severe emotional disturbance (SED), who were identified as aggressive, and 19 typical students in different types of educational settings, investigated the relationship between school environments and the aggressive behavior of children with SED. The social interactions of the children who were aggressive were examined as well as the settings and events within the school environment that may be associated with aggressive

(141),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Day Care; *Delivery Systems; *Disabilities; *Early Intervention; Family Involvement; Home Programs; Infants; Models; Preschool Education; Program Effectiveness; *Program Implementation; Toddlers; *Training Methods; Young Children
IDENTIFIERS- Utah

This report documents the activities and outcomes of the 5-year model demonstration project AHEAD (At Home and At Day Care), a Utah program that is designed to deliver services to infants, toddlers, and young children (ages birth-3) with noncategorical disabilities. The program delivers services to the children and their caregivers in their natural environment, including the home, the childcare setting, or wherever the child is located. The data collected during the demonstration phase showed that all children receiving AHEAD services made steady increases in skills in all developmental domains. Upon the recommendation of a review panel, AHEAD began replication activities during years four and five of the project. During this time, early intervention agencies throughout Utah were offered the opportunity to receive AHEAD training and resources as validation/replication agencies. These included agencies that were rural and metropolitan, and both publicly and privately funded. The replication agencies have demonstrated that AHEAD materials and training can be successfully transferred across agencies, personnel, delivery systems, and children, families, and child care providers. The report includes the objectives and activities of the project, the conceptual framework, and a description of the model and participants. Appendices include an overview of AHEAD training topics, evaluation forms, and data results. (Author/CR)

ED 408 801 EC 305 688

Frueh, Eileen R., Ed.; And Others
Very Special Arts Program Prospectus, 1997.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 138p.; Very Special Arts is an affiliate of the John F. Kennedy Center for the Performing Arts.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; American Indians; Art; *Art Activities; *Art Appreciation; *Art Education; *Art Therapy; Arts Centers; Children; Dance; *Disabilities; Drama; Program Descriptions; Singing; *State Programs; Veterans
IDENTIFIERS- *Very Special Arts; Very Special Arts Festivals

Designed to provide information about arts opportunities for youth and adults with disabilities, this publication describes Very Special Arts (VSA) program activities in the United States that are planned for the period of October 1, 1996, through September 30, 1997. The prospectus begins with an overview of the different types of VSA programs, including: the Arts for Children in Hospitals, VSA festivals, the Legacy Program, mentoring grants, the Very Special Arts Native American Initiative, the New Visions Dance Project, the Playwright Discovery Program, Start with the Arts, State Program Grants, VA/Very Special Arts Programs that provide art experiences to veterans at VA medical centers, VSA/IFF Career Development Festivals, Yamagata International Visual Arts Institute, Young Soloists Program, and the Very Special Arts Gallery. Following the overview, the VSA activities occurring in each state are reviewed. States are listed alphabetically with information

Issues in Alternative Assessment: The Japanese Perspective.
PUB DATE- 97
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *English (Second Language); Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Language Tests; Portfolios (Background Materials); Program Descriptions; Second Language Instruction; Self Evaluation (Individuals); *Student Evaluation; Theory Practice Relationship; Vocabulary Development; Writing Instruction
IDENTIFIERS- Japanese People; *Multiple Intelligences; Writing Samples

A collection of essays addresses issues in alternative assessment in English-as-a-Second-Language (ESL) instruction. Chapter 1, "Toward a Definition of Alternative Assessment," (Priscilla Butler) gives an overview of the concept of alternative assessment and introduces some theoretical considerations. Chapter 2, "The Roots of Alternative Assessment: Epistemological Constructs and Current Challenges," (Butler) documents the socio-cultural, historical, and political backdrop for shifts in assessment practice, and highlights some current issues. Chapter 3, "Portfolio-Based Assessment," (Maricel Santos) presents the rationale for portfolio use in second language classrooms, provides examples, and outlines steps for classroom implementation of the method. Chapter 4, "Incorporating Alternative Assessment in the Teaching of EFL Writing: Responding to Multiple Drafts," (Shalle Leeming) contrasts the traditional product-oriented approach and an alternative process-oriented approach to student writing. Chapter 5, "Student Self-Assessment: A Viable Alternative," (John Chapman-Rienstra) examines various ways students can begin to assess their own learning and discusses the particular benefits for Japanese students. Chapter 6, "Interactive Vocabulary Quizzes: An Alternative Form of Assessment Based on Multiple Intelligence Theory," (Gina Keefer) provides rationale and practical ideas. Chapter 7, "What Do We Do Now? A Survey of Current Assessment Practices at KGU," (Butler) focuses on the situation at Kwansei Gakuin University (Japan). (MSE)

ED 408 820 FL 024 537

Glenn, Charles L.
"Improving Schooling for Language Minority Children: A Research Agenda." A Review of the National Research Council Study. READ Abstracts.
PUB DATE- May 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Bilingualism; Demography; Educational Environment; Educational Improvement; *Educational Research; Elementary Secondary Education; *English (Second Language); Instructional Effectiveness; Language of Instruction; *Limited English Speaking; Literacy Education; Program Effectiveness; Program Evaluation; *Research Methodology; Research Needs; *Research Problems; Second Language Learning; Student Evaluation; Teacher Education; Testing
IDENTIFIERS- National Research Council

PUB DATE- Nov 96
NOTE- 35p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (30th, Philadelphia, PA, November 22-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; Classroom Techniques; Educational Strategies; Higher Education; Homework; *Italian; Music Activities; Music Appreciation; Poetry; Second Language Instruction; *Second Languages; Secondary Education; *Songs; Teaching Guides; Tests; Vocabulary Development
IDENTIFIERS- Minghi (Amedeo); Music Composers

A series of class exercises for Italian language instruction based on a song, "La Vita Mia" by Amedeo Minghi, is presented. The song was selected because of its rich literary content and appealing melody. Objectives, in-class activities, and homework assignments are outlined. In them, students listen to the song, discuss the relationship of poetry and song, learn about the singer-composer, learn new vocabulary and use it in different contexts, learn terminology used to analyze poetry, use the song's content to write poems, solve a crossword puzzle based on the song's content, learn the words of the song, sing it, and watch a video tape of themselves in performance. The lyrics of six additional songs by Minghi are appended; two are translated into English. (MSE)

ED 408 841 FL 024 596

Kite, Yuriko K.; Nunan, David
Development of Framework in K-12 Japanese as a Second Language.
PUB DATE- Nov 95
NOTE- 17p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (21st, Nagoya, Japan, November 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Curriculum Design; *Curriculum Development; Educational Strategies; Elementary Secondary Education; Foreign Countries; *Japanese; Program Design; Second Language Instruction; *Second Languages
IDENTIFIERS- International Schools; *Japan

The origins and design of a framework for Japanese second language instruction and curriculum development, created for use in international schools in Japan, are described. The effort was part of a Japanese Language Project undertaken by the Japanese Council for International Schools and funded by the Japanese Ministry of Education. The guiding principles included: integration of language forms and communicative functions; purposeful use of language; authentic language materials; priority of spoken language; incorporation of learning strategies as well as content; deliberate focus on form to support development of language use; cyclical and developmental introduction of language; support and enhancement of the learner's cognitive, affective, and cultural development; experiential content reflecting learner needs and interests; creation of connections between school and the world beyond, including skills for independent learning; learning

ED 408 860 FL 024 631

Chen, Hongyin Julie
Cross-Cultural Comparison of English and Chinese Metapragmatics in Refusal.
PUB DATE- Aug 96
NOTE- 211p.; Submitted in partial fulfillment of the degree requirements for Doctor of Philosophy, Indiana University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Chinese; Comparative Analysis; Contrastive Linguistics; Cross Cultural Studies; Cultural Context; English; *English (Second Language); *Language Patterns; Language Research; Native Speakers; *Pragmatics; *Second Languages; *Sociocultural Patterns; Speech Acts
IDENTIFIERS- *Refusals

A study exploring native English-speakers' and advanced Chinese English-as-a-Second-Language (ESL) learners' beliefs about how a face-threatening speech act, refusal, should be expressed is reported. The two major research questions of the study were: how native speakers of English and Chinese English as a Foreign Language (EFL) differ in their estimations of what is pragmatically appropriate for refusal; and what patterns, characteristics, attitudes, or beliefs are embedded in the differences. Three types of data were gathered: naturally-occurring refusals in daily conversation; data from a discourse completion task; and information from a metapragmatic judgment task. Subjects for the latter two data types were 26 graduate students, native English speakers of English and non-native speakers of varying linguistic backgrounds. Results suggest that, asserting individuality and stressing the linguistic function of the speech act, the native speakers considered truthfulness, directness, clarity, and effectiveness as the most important, whereas valuing social interaction and solidarity, the ESL learners were more concerned about being direct, preserving face, and avoiding embarrassment. Differences are attributed to the high or low pragmatic content of the speech community, positive or negative face addressed, and the level at which communication occurred. Implications for ESL learning are noted. Contains 81 references. (MSE)

ED 408 861 FL 024 632

Cooper, Thomas C.; Miller, Valerie
Parents as Teachers: The Development of a Parent Involvement Model for Teaching Chinese, Japanese, and Korean in the Elementary School.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Northeast Conference on the Teaching of Foreign Languages (1997). Related video tapes not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Elementary Education; *Heritage Education; *Japanese; *Korean; *Native Language Instruction; *Parent Participation; Second Language Instruction; Second Languages; Uncommonly Taught Languages

A study was undertaken to develop an innovative model for introducing elementary school children to the critical, less

PUB TYPE- Rep r::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- *C llege S::½den:::; HΛgher Ed½ca::Λ n; In::erper:: nal Rela::Λ n::hΛp; Par::ΛcΛpan:: Sa::Λ::fac::Λ n; Per:: nal Narra::Λ e::; *S::½den:: Adj½:::men::; *S::½den:: A:::Λ::½de::; *S::½den:: C llege Rela::Λ n::hΛp; S::½den:: Par::ΛcΛpa::Λ n; *S::½den:: Per:: nnel Ser Λce::
IDENTIFIERS- *UnΛ er::Λ::Q f Alabama

ThΛ:: rep r:: pre::en::: s::½den::- rΛ:::en s::a::emen::: ab ½:: the c llege e¤perΛence, and i:: in::ended t help s::½den:: affaΛr:: prac::Λ::Λ ner:: and ::her:: in pr gram de el pmen:: and e al½a::Λ n adj½::: and refΛne pr gram:: t re::p nd t changΛng s::½den:: need::. D½rΛng the 1996-97 academΛc Qear, 35 s::½den::: a:: the UnΛ er::Λ::Q f Alabama ere a::ked t rΛ::e ab ½:: theΛr c llege e¤perΛence::. The s::½den::: ranged fr m fΛr:::-Qear s::½den::: h had j½::: arrΛ ed n camp½:: t senΛ r:: near grad½a::Λ n and incl½ded tran::fer s::½den::: and n n-::radΛ::Λ nal s::½den:::. TheΛr de::crΛp::Λ n:: are in the f rm f le:::er:: ab ½:: c llege lΛfe rangΛng fr m pledgΛng a fra::ernΛ::Q r s r rΛ::Q t searchΛng f r a j b j½::: bef re grad½a::Λ n. Eq½al n½mber:: f s::½den::: praΛ::e and crΛ::ΛcΛΛe the UnΛ er::Λ::Q. CrΛ::ΛcΛ::m:: cen::er maΛnlQ n s½pp r:: f r s::½den:::, begΛnnΛng Λ::h fre::hmen rΛen::a::Λ n and c n::ΛnΛ½Λng thr ½gh delaQed tΛme t degree tha:: i:: blamed n p r academΛc ad Λ::Λng. The c mmen::: are repr d½ced verba::Λm, Λ::h ½:: edΛ::Λng r al::era::Λ n. (JLS)

ED 408 880 HE 030 195

Van K llenb½rg, S½::an E., Ed.
A C llec::Λ n f Paper:: n Self-S::½dQ and In:::Λ::½::Λ nal Impr emen::, 1997.
SPONS. AGENCY- Teacher:: In::½rance and Ann½Λ::Q A::: cΛa::Λ n, Ne Y rk, NY. C llege Re::Λremen:: Eq½Λ::Λe:: F½nd.
PUB DATE- 97
NOTE- 350p.; Prepared f r the pr gram f the C mmΛ:::Λ n n In:::Λ::½::Λ n:: f HΛgher Ed½ca::Λ n a:: the Ann½al Mee::Λng f the N r::h Cen::ral A::: cΛa::Λ n f C llege:: and Sch l:: (102nd, ChΛcag , IL, AprΛl 19-22, 1997). F r earlΛer d c½men::, see ED 394 393.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC14 Pl½:: P :::age.
PUB TYPE- C llec::ed W rk:: - General (020)
DESCRIPTORS- Acc ½n::abΛlΛ::Q; Change S::ra::egΛe::; C mm½nΛ::Q C llege::; Ed½ca::Λ nal A:::e:::men::; FΛnancΛal S½pp r::; *HΛgher Ed½ca::Λ n; Inf rma::Λ n Techn l gQ; *In:::Λ::½::Λ nal E al½a::Λ n; M del::; *O½::c me:: f Ed½ca::Λ n; *Self E al½a::Λ n (Gr ½p::); *S::ra::egΛc PlannΛng; S::½den:: E al½a::Λ n; T Year C llege::

ThΛ:: c llec::Λ n pre::en::: 91 paper:: r s½mmarΛe:: pre::en::ed a:: a 1997 c nference n self-:::½dQ and in:::Λ::½::Λ nal impr emen:: f r in:::Λ::½::Λ n:: f hΛgher ed½ca::Λ n. Paper:: are gr ½ped in the f ll Λng chap::er:: (Λ::h sample t pΛc:: in paren::he::e::): (1) "In:::Λ::½::Λ nal MΛ:::Λ n and In:::Λ::½::Λ nal Change" (Λ::Λ n s::a::emen:::; balancΛng q½alΛ::Q and change); (2) "Pr ce:::e:: f r Impr emen::" (c½::: mer sa::Λ::fac::Λ n, c n::Λn½ ½:: q½alΛ::Q impr emen::); (3) "Implemen::Λng A:::e:::men:: f S::½den:: AcademΛc AchΛe emen::" (:::½den:: a:::e:::men:: plan::); (4) "Pr gram/Cla:::r m A:::e:::men::"; (5) "General Ed½ca::Λ n/CrΛ::Λcal ThΛnkΛng" (::he cen::ralΛ::Q f general ed½ca::Λ n); (6) "The R le f In:::Λ::½::Λ nal PlannΛng in a TΛme f RapΛd Change" (:::ra::egΛc plannΛng, in:::Λ::½::Λ nal effec::Λ ene:::); (7) "I:::½e:: f In:::Λ::½::Λ nal In::egrΛ::Q" (Λn:::Λ::½::Λ nal al½e::); (8) "Ne Techn l gΛe::" (::he vΛr::½al c llege, re::hΛnkΛng the lΛbrarQ); (9) "The R le and Re::p n::ΛbΛlΛ::Λe:: f the Self-S::½dQ C rdΛna:: r" (ma¤ΛmΛΛΛng par::ΛcΛpa::Λ n, plannΛng); (10) "Self-S::½dQ and E al½a::Λ n: Prac::Λcal Ad Λce" (::elf-:::½dQ plan and pr ce:::); (11) "C rdΛna::Λng SpecΛal TQpe:: f E al½a::Λ n" (::elf-

lΛkelQ n ⁘ t ha e earned a hΛgh sch l dΛpl ma r ⁘⁘
eq½Λ alen⁘; (5) lder ad½l⁘⁘ are m re lΛkelQ t v l½n⁘eer theΛr
tΛme and t v ⁘e than Q ½nger ad½l⁘⁘, and th ⁘e h dΛd s
sc red sΛgnΛfΛcan⁘lQ hΛgher in lΛ⁘eracQ pr fΛcΛencQ; (6) lder
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tele Λ⁘Λ n f r inf rma⁘Λ n, herea⁘ Q ½nger ad½l⁘⁘ relQ m re n
radΛ and ⁘her famΛlQ member⁘; (7) lder ad½l⁘⁘ are le⁘⁘
lΛkelQ t read r rΛ⁘e le⁘⁘er⁘ r mem ⁘; and (8) the a erage
pr fΛcΛencΛe⁘ f lder ad½l⁘⁘ in the S ½⁘h ere hΛghe⁘⁘ am ng
the f ½r ge graphΛc regΛ n⁘. (KC)

ED 408 432   CE 074 152

BendΛ¤en-N e, MarQ K.; And O⁘her⁘
The Impac⁘ f P p½la⁘Λ n Den⁘Λ⁘Q n the LΛkelΛh d f AΛd t
Dependen⁘ ChΛldren (ADC) ClΛen⁘⁘ Bec mΛng Ec n mΛcallQ Self-S½ffΛcΛen⁘.
PUB DATE- 3 Dec 93
NOTE- 15p.; Paper pre⁘en⁘ed a⁘ the OmΛcr n Ta½ The⁘a Ann½al Pr fe⁘⁘Λ nal S⁘½dΛe⁘ SemΛnar (1⁘⁘, Na⁘h Λlle, TN, December 3, 1993).
LANGUAGE- EnglΛ⁘h
EDRS PrΛce- MF01/PC01 Pl½⁘ P ⁘⁘age.
PUB TYPE- Rep r⁘⁘ - Re⁘earch/TechnΛcal (143),Speeche⁘, C nference Paper⁘, "Paper⁘ Pre⁘en⁘ed a⁘..." (150)
DESCRIPTORS- C mpara⁘Λ e AnalQ⁘Λ⁘; *Ec n mΛc S⁘a⁘½⁘; Ed½ca⁘Λ nal A⁘⁘aΛnmen⁘; Empl Qmen⁘ Le el; *P p½la⁘Λ n DΛ⁘⁘rΛb½⁘Λ n; *PredΛc⁘ r VarΛable⁘; R½ral Area⁘; S⁘a⁘e S½r eQ⁘; Urban Area⁘; V ca⁘Λ nal Ed½ca⁘Λ n; *Welfare RecΛpΛen⁘⁘
IDENTIFIERS- AppalachΛa; Impac⁘ S⁘½dΛe⁘; OhΛ ; *P p½la⁘Λ n Den⁘Λ⁘Q; *Self S½ffΛcΛencQ

The impac⁘ f p p½la⁘Λ n den⁘Λ⁘Q n the lΛkelΛh d f AΛd t Dependen⁘ ChΛldren (ADC) clΛen⁘⁘ bec mΛng ec n mΛcallQ self-s½ffΛcΛen⁘ a⁘ e¤amΛned thr ½gh a s⁘½dQ f 2,647 ADC recΛpΛen⁘⁘ referred t a t ⁘al f 8 c mprehen⁘Λ e v ca⁘Λ nal a⁘⁘e⁘⁘men⁘ cen⁘er⁘ (CVAC⁘) f r ADC clΛen⁘⁘ tha⁘ ere e⁘⁘ablΛ⁘hed in OhΛ in 1992. Of the CVAC⁘, t   ere fr m each f the f ll Λng c ½n⁘Q tQpe⁘: s½per me⁘r , me⁘r , r½ral, and AppalachΛan. O erall, 58.8% f the indΛ Λd½al⁘ referred t CVAC⁘ sh   ed up. The sh -½p ra⁘e a⁘ hΛghe⁘⁘ f r the AppalachΛan c ½n⁘Λe⁘ (93.2%) and l e⁘⁘ f r the s½per me⁘r c ½n⁘rΛe⁘ (39.0%). A rand m 8% (n=203) sample tha⁘ a⁘ s⁘ra⁘ΛfΛed bQ c ½n⁘rQ tQpe (ba⁘ed n p p½la⁘Λ n den⁘Λ⁘Q) a⁘ dra n fr m each c ½n⁘Q in pr p r⁘Λ n t the n½mber f clΛen⁘⁘ h c mple⁘ed the CVA pr ce⁘⁘. Inf rma⁘Λ n a⁘ c llec⁘ed regardΛng theΛr ed½ca⁘Λ n/ rk s⁘a⁘½⁘ and perf rmance d½rΛng the CVA pr ce⁘⁘. C mpared Λ⁘h theΛr c ½n⁘erpar⁘⁘ in r½ral and AppalachΛan c ½n⁘Λe⁘, the CVA recΛpΛen⁘⁘ fr m s½per me⁘r and me⁘r c ½n⁘Λe⁘ had hΛgher readΛng and ma⁘h grade eq½Λ alen⁘ sc re⁘ and ere m re lΛkelQ t be in ed½ca⁘Λ n/ rk. The c ½n⁘Λe⁘ Λ⁘h mΛdrange p p½la⁘Λ n den⁘Λ⁘Q appeared t   ffer the be⁘⁘ en Λr nmen⁘ f r increa⁘Λng the ec n mΛc self-⁘½ffΛcΛencQ f ADC clΛen⁘⁘. (C n⁘aΛn⁘ 10 reference⁘.) (MN)

ED 408 433   CE 074 211

Keegan, De⁘m nd
F ½nda⁘Λ n⁘ f DΛ⁘⁘ance Ed½ca⁘Λ n. ThΛrd EdΛ⁘Λ n. R ½⁘ledge S⁘½dΛe⁘ in DΛ⁘⁘ance Ed½ca⁘Λ n.
PUB DATE- 96
NOTE- 224p.
LANGUAGE- EnglΛ⁘h
EDRS PrΛce- D c½men⁘ N ⁘ A aΛlable fr m EDRS.
PUB TYPE- B k⁘ (010)

Mentoring: Making a Difference for Tomorrow's Workers. A Handbook for Business and Industry Personnel Involved in School-to-Work Programs.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Education Work Relationship; Employer Employee Relationship; *Mentors; *On the Job Training; Postsecondary Education; Program Implementation; Role; Role Models; *Role Perception; School Business Relationship; Secondary Education

Presented in a question-and-answer format, this guide is designed to answer the questions of persons who have agreed to become mentors for students in school-to-work programs. The guide answers the following 12 questions: (1) Why am I here? (2) What is mentoring all about? (3) What does mentoring have to do with School-to-Work? (4) Where do I fit into all this? (5) What are some of the qualities of a successful mentor? (6) What are some of the good things that come out of mentoring programs? (7) How can I be sure to start off on the right foot? (8) Are there certain questions I can expect from the student? (9) What aren't you telling me? (10) Are there some pitfalls and obstacles to avoid? (10) How do I teach them to do the job? (11) What else do I need to know about teaching? and (12) What about feedback? (KC)

ED 408 451 CE 074 238

PACE Summer Institute '96 (10th, Pendleton, South Carolina, June 17-28, 1996). Resource Handbook for Teachers & Counselors.
SPONS. AGENCY- South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- Jun 96
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- High Schools; *Institutes (Training Programs); *Learning Activities; Postsecondary Education; Program Implementation; Student Projects; *Summer Programs; *Tech Prep; *Technical Occupations; Workshops

This resource handbook provides a brief overview of ideas, facts, and resources offered during the Partnership for Academic and Career Education's (PACE) 10th annual Summer Institute. The institute's goal was to inform participants about nontraditional careers open to students, with special emphasis on middle level technology careers and to recommend strategies to help students prepare for these rewarding and lucrative careers. The handbook includes six sections that cover the following: (1) descriptions of industry tours at three companies; (2) descriptions of technology demonstrations at Tri-County Technical College; (3) summaries of 13 general institute sessions, including tech prep and school-to-work, a self-esteem workshop, the South Carolina educational story from 1961-1996, campus resources, using community resources to build career awareness, keeping kids in school, nontraditional careers, gender fairness in the classroom, integrative learning, work-based learning models (school-to-work, youth apprenticeship,

A⁘⁘e⁘⁘men⁘. FΛnal Rep r⁘.
SPONS. AGENCY- Te¤a⁘ HΛgher Ed½ca⁘Λ n C rdΛna⁘Λng B ard, A½⁘⁘Λn.
PUB DATE- J½n 97
NOTE- 147p.; F r rela⁘ed d c½men⁘⁘, see ED 402 452-454 and CE 074 270.
LANGUAGE- EnglΛ⁘h
EDRS PrΛce- MF01/PC06 Pl½⁘ P ⁘⁘age.
PUB TYPE- Rep r⁘⁘ - Re⁘earch/TechnΛcal (143), Te⁘⁘, Q½e⁘⁘Λ nnaΛre⁘, E al½a⁘Λ n In⁘⁘r½men⁘⁘ (160)
DESCRIPTORS- AdmΛnΛ⁘⁘ra⁘ r A⁘⁘Λ⁘½de⁘; Ad Λ⁘ rQ C mmΛ⁘⁘ee⁘; Ed½ca⁘Λ nal P lΛcQ; Ed½ca⁘Λ nal Prac⁘Λce⁘; *E al½a⁘Λ n Me⁘h d⁘; *Perf rmance Ba⁘ed A⁘⁘e⁘⁘men⁘; Pr gram Effec⁘Λ ene⁘⁘; Q½e⁘⁘Λ nnaΛre⁘; S⁘a⁘e S½r eQ⁘; *S⁘a⁘e Λde PlannΛng; *S⁘½den⁘ E al½a⁘Λ n; *Tech Prep; *V ca⁘Λ nal Ed½ca⁘Λ n
IDENTIFIERS- *Te¤a⁘

Inf rma⁘Λ n n effec⁘Λ e p lΛcΛe⁘/prac⁘Λce⁘ f r a⁘⁘e⁘⁘Λng s⁘½den⁘ perf rmance in Te¤a⁘' tech prep pr gram⁘ a⁘ ga⁘hered and dΛ⁘⁘emΛna⁘ed d½rΛng a pr jec⁘ in l Λng the f ll Λng ac⁘Λ Λ⁘Λe⁘: f rma⁘Λ n f an ad Λ⁘ rQ c mmΛ⁘⁘ee t   er⁘ee the da⁘a c llec⁘Λ n/analQ⁘Λ⁘ and pr d½c⁘ de el pmen⁘ pr ce⁘⁘e⁘; c mpΛla⁘Λ n/re Λe   f perf rmance a⁘⁘e⁘⁘men⁘ d c½men⁘⁘ fr m tech prep c n⁘ r⁘Λa thr ½gh ½⁘ Te¤a⁘; admΛnΛ⁘⁘ra⁘Λ n f the 1997 Tech Prep S⁘½den⁘ O½⁘c me⁘ A⁘⁘e⁘⁘men⁘ Q½e⁘⁘Λ nnaΛre (1,000 c pΛe⁘ f hΛch ere maΛled t Te¤a⁘'⁘ 25 tech prep dΛrec⁘ r⁘); analQ⁘Λ⁘ f the 115 u⁘able q½e⁘⁘Λ nnaΛre⁘ e en⁘½allQ re⁘½rned (re⁘p n⁘e ra⁘e, 11.5%); and ph ne in⁘er Λe ⁘ Λ⁘h 27 indΛ Λd½al⁘ fr m a sample f Te¤a⁘' tech prep dΛrec⁘ r⁘ and ⁘her⁘ c n⁘Λdered kn ledgeable ab ½⁘ s⁘½den⁘ perf rmance a⁘⁘e⁘⁘men⁘. I⁘ a⁘ dΛ⁘c ered tha⁘ Te¤a⁘ tech prep prac⁘Λ⁘Λ ner⁘ are u⁘Λng a varΛe⁘Q f me⁘h d⁘ t a⁘⁘e⁘⁘ theΛr s⁘½den⁘⁘' c mpe⁘encΛe⁘ in v ca⁘Λ nal-⁘echnΛcal s½bjec⁘ ma⁘⁘er, academΛc s½bjec⁘ ma⁘⁘er, empl QabΛlΛ⁘Q skΛll⁘, and   rkplace skΛll⁘. Perf rmance a⁘⁘e⁘⁘men⁘ a⁘ c nd½c⁘ed m ⁘⁘ freq½en⁘lQ a⁘ the c ½r⁘e (ra⁘her than pr gram) le el. (AppendΛ¤e⁘ c n⁘⁘Λ⁘½⁘Λng appr ¤Λma⁘elQ 60% f thΛ⁘ d c½men⁘ c n⁘aΛn the f ll Λng: lΛ⁘⁘ f pr jec⁘ ad Λ⁘ rQ c ½ncΛl member⁘; mΛn½⁘e⁘ f ad Λ⁘ rQ c ½ncΛl mee⁘Λng; ph ne in⁘er Λe pr ⁘ c l; 1997 tech prep s⁘½den⁘ ½⁘c me a⁘⁘e⁘⁘men⁘ q½e⁘⁘Λ nnaΛre; s½r eQ-rela⁘ed c rre⁘p ndence t c n⁘ r⁘Λa dΛrec⁘ r⁘; d c½men⁘ analQ⁘Λ⁘ ra⁘Λng sQ⁘⁘em; and freq½encΛe⁘ f r the q½e⁘⁘Λ nnaΛre.) (MN)

ED 408 471   CE 074 272

Sq½Λre, P. J.; MΛller, [illegible]arrQ E.
A⁘⁘Λ⁘½de⁘ f Cen⁘ral [illegible] Ad½l⁘ V ca⁘Λ nal In⁘⁘r½c⁘ r⁘ t ard the U⁘e f HΛgher Order ThΛnkΛng-SkΛll⁘. S½mmarQ f Re⁘earch 84.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- EnglΛ⁘h
EDRS PrΛce- MF01/PC01 Pl½⁘ P ⁘⁘age.
PUB TYPE- Rep r⁘⁘ - Re⁘earch/TechnΛcal (143)
DESCRIPTORS- Ad½l⁘ Ed½ca⁘ r⁘; *Ad½l⁘ LearnΛng; Ad½l⁘ V ca⁘Λ nal Ed½ca⁘Λ n; *Ed½ca⁘Λ nal Objec⁘Λ e⁘; Ed½ca⁘Λ nal PlannΛng; Ed½ca⁘Λ nal Re⁘earch; In⁘⁘r½c⁘Λ nal De el pmen⁘; S⁘a⁘e S½r eQ⁘; *S⁘½den⁘ E al½a⁘Λ n; Teacher A⁘⁘Λ⁘½de⁘; *ThΛnkΛng SkΛll⁘; *V ca⁘Λ nal Ed½ca⁘Λ n Teacher⁘
IDENTIFIERS- *OhΛ

A s⁘½dQ e¤pl red a⁘⁘Λ⁘½de⁘ f ad½l⁘ v ca⁘Λ nal in⁘⁘r½c⁘ r⁘ in Cen⁘ral OhΛ t ard the u⁘e f hΛgher- rder thΛnkΛng skΛll⁘ in v ca⁘Λ nal ed½ca⁘Λ n. The a⁘⁘Λ⁘½de in⁘⁘r½men⁘⁘ de el ped bQ KΛ⁘Λn ja and MΛller (1989) and Bald Λn (1989) ere adap⁘ed in⁘ a sΛ¤-p Λn⁘ LΛker⁘-⁘cale t c llec⁘ da⁘a fr m 32 f 33 f½ll- and par⁘-⁘Λme in⁘⁘r½c⁘ r⁘ in 10 ad½l⁘ v ca⁘Λ nal in⁘⁘Λ⁘½⁘Λ n⁘ selec⁘ed bQ cl½⁘⁘er rand m samplΛng. FΛndΛng⁘ ere analQΛed

Comparative Analysis; Conventional Instruction; *Decision Making; *Distance Education; Educational Needs; *Flight Training; Higher Education; Instructional Materials; Literature Reviews; Material Development; Personality Traits; Privatization; *Student Characteristics; *Technical Education; Trend Analysis

This document contains four papers on aviation education. The first paper, "Why Aren't We Teaching Aeronautical Decision Making?" (Richard J. Adams), reviews 15 years of aviation research into the causes of human performance errors in aviation and provides guidelines for designing the next generation of aeronautical decision-making materials. "Aviation Distance Learning: An Initial Case Study of Intent, Implementation, and Evaluation" (Henry R. Lehrer, Thomas J. Connolly) presents a statistical examination of the performance of 70 students in 3 different aviation classes (1 traditional classroom-based class and 2 distance learning classes) that demonstrated the effectiveness of distance learning as a form of aviation education. "A Comparison of Personality Characteristics between University Aviation Students and Airline Pilots" (Maureen Pettitt, Joseph H. Dunlap) discusses a study that revealed significant differences between freshmen and junior students, male and female students, and students and line pilots. The paper "Airport Privatization: False Panacea?" (Lawrence J. Truitt, Michael Esler) describes the recent history of airport privatization, presents arguments for and against privatization, and assesses its prospects in the United States. (MN)

ED 408 491 CE 074 307

Barker, Ballard M., Ed.
Collegiate Aviation Review. September 1995.
PUB DATE- Sep 95
NOTE- 40p.; For related documents, see CE 074 304-308.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Aerospace Education; Aircraft Pilots; *Aviation Education; Case Studies; Competition; Educational Theories; Elementary Education; *Flight Training; *Global Approach; Higher Education; Program Development; Program Implementation; Situational Tests; Teacher Workshops; *Technical Education; *Training Methods
IDENTIFIERS- *Situated Learning

This document contains three papers on aviation education. "Aviation/Aerospace Teacher Education Workshops: Program Development and Implementation" (Mavis F. Green) discusses practical issues in the development of an aviation/aerospace teacher education workshop designed to help elementary school teachers promote aviation to their students. "Globalization Strategies and the Prospects of Increased Competition in the International Airline Industry" (Scott E. Tarry, Lawrence J. Truitt) examines the potential impact of globalization strategies on competition in the international airline market. It concludes, from an analysis of four cases, that globalization strategies are reasonable for some airlines but may actually lessen the chance for real competition in the market even if ongoing government negotiations are successful. "Situated Learning: A Theory for Learning Situation Awareness" (Donna Forsyth Wilt, Philip Horton) examines the educational theory of situated learning (a theory based on the idea that learning takes place as interaction between a novice, an

PUB DATE- N   96
NOTE- 38p.; Paper pre¤en¤ed a¤ the Ann¥al Mee¤Λng f the MΛd-
S ¥¤h Ed¥ca¤Λ nal Re¤earch A¤¤ cΛa¤Λ n (T¥¤cal ¤a, AL,
N ember, 1996).
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01/PC02 Pl¥¤ P ¤¤age.
PUB TYPE- Rep r¤¤ - Re¤earch/TechnΛcal (143),Speeche¤, C nference
Paper¤, "Paper¤ Pre¤en¤ed a¤..." (150)
DESCRIPTORS- Ad le¤cen¤¤; *Grade 11; HΛgh Sch l S¤¥den¤¤; HΛgh
Sch l¤; LearnΛng M ¤Λ a¤Λ n; *LearnΛng Pr ce¤¤e¤; *LearnΛng
S¤ra¤egΛe¤; LearnΛng The rΛe¤; *Self Managemen¤; Se¤
DΛfference¤; S¤¥den¤ Charac¤erΛ¤¤Λc¤
IDENTIFIERS- *ScrΛp¤¤ (Kn ledge S¤r¥c¤¥re¤); *Self Reg¥la¤Λ n

Self-reg¥la¤Λ n refer¤ t the degree tha¤ indΛ Λd¥al¤ bec me me¤ac gnΛ¤Λ elQ, m ¤Λ a¤Λ nallQ, and beha Λ rallQ ac¤Λ e in theΛr   n learnΛng pr ce¤¤e¤. One p ¤en¤ΛallQ helpf¥l mean¤ f e¤amΛnΛng s¤¥den¤¤' self-reg¥la¤Λ n i¤ t analQΛe theΛr in¤ernal repre¤en¤a¤Λ n¤, r scrΛp¤¤, f r rec¥rrΛng academΛc ta¤k¤. F r thΛ¤ s¤¥dQ, re¤earcher¤ analQΛed the scrΛp¤ elemen¤¤, the prΛmarQ scrΛp¤ n rm¤, the elemen¤¤ f self-reg¥la¤Λ n inc rp ra¤ed in¤ s¤¥den¤¤' scrΛp¤¤, and the effec¤¤ f gender n ba¤Λc scrΛp¤ elemen¤¤ in 61 s¤¥den¤¤ in grade 11. The scrΛp¤¤ rela¤ed t three c mm n hΛgh sch l learnΛng sΛ¤¥a¤Λ n¤: rΛ¤Λng a term paper, s¤¥dQΛng f r a fΛnal e¤amΛna¤Λ n, and preparΛng an ral pre¤en¤a¤Λ n. The incΛdence and na¤¥re f self-reg¥la¤Λ n re ealed in the s¤¥den¤¤' rΛ¤¤en pr ¤ c l¤ ere al¤ e¤amΛned. Re¤¥l¤¤ sh   tha¤ in the 3 learnΛng sΛ¤¥a¤Λ n¤, there ere 1224 scrΛp¤ elemen¤¤, hΛch incl¥ded 624 elemen¤¤ f self-reg¥la¤Λ n. PrΛmarQ n rm scrΛp¤¤, ba¤Λc scrΛp¤ elemen¤¤, and elemen¤¤ f self-reg¥la¤Λ n in 15 ca¤eg rΛe¤ f self-reg¥la¤ed learnΛng pr ce¤¤e¤ varΛed acc rdΛng t learnΛng sΛ¤¥a¤Λ n¤. There a¤ n gender effec¤ f ¥nd n scrΛp¤ elemen¤¤ r elemen¤¤ f self-reg¥la¤Λ n. FΛndΛng¤ indΛca¤e tha¤ scrΛp¤¤ can be u¤ef¥l s ¥rce¤ f r in e¤¤Λga¤Λng self-reg¥la¤Λ n in hΛgh sch l s¤¥den¤¤. C n¤aΛn¤ appr ¤Λma¤elQ 85 reference¤. (RJM)

ED 408 512   CG 027 737

S¤aleQ, Wanda; And O¤her¤
The Rela¤Λ n¤hΛp be¤ een Fear f S¥cce¤¤, Self-C ncep¤, and
Career DecΛ¤Λ n MakΛng.
PUB DATE- N   1996
NOTE- 22p.; Paper pre¤en¤ed a¤ the Ann¥al Mee¤Λng f the MΛd-
S ¥¤h Ed¥ca¤Λ nal Re¤earch A¤¤ cΛa¤Λ n (T¥¤cal ¤a, AL,
N ember, 1996).
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01/PC01 Pl¥¤ P ¤¤age.
PUB TYPE- Rep r¤¤ - Re¤earch/TechnΛcal (143),Speeche¤, C nference
Paper¤, "Paper¤ Pre¤en¤ed a¤..." (150)
DESCRIPTORS- Ad le¤cen¤¤; *Career Ch Λce; *Fear f S¥cce¤¤;
InhΛbΛ¤Λ n; MΛddle Sch l¤; *R¥ral Y ¥¤h; Sch l C ¥n¤elΛng;
Sec ndarQ Ed¥ca¤Λ n; Sec ndarQ Sch l S¤¥den¤¤; *Self C ncep¤;
Se¤ DΛfference¤; *S¤¥den¤ A¤¤Λ¤¥de¤
IDENTIFIERS- AppalachΛa; *Career DecΛ¤Λ n¤; Ken¤¥ckQ (Ea¤¤)

One f the large¤¤ pr blem¤ facΛng r¥ral sch l c ¥n¤el r¤ i¤ tha¤ f c nfr n¤Λng the l   career e¤pec¤a¤Λ n¤ tha¤ manQ r¥ral s¤¥den¤¤ ha e bQ the tΛme theQ reach hΛgh sch l. The rela¤Λ n¤hΛp am ng the fear f s¥cce¤¤ (FOS), self-c ncep¤, and career decΛ¤Λ n makΛng f ad le¤cen¤¤ a¤ e¤amΛned in thΛ¤ s¤¥dQ. SpecΛal a¤¤en¤Λ n a¤ gΛ en t   he¤her r n ¤ the se¤ dΛfference f r FOS a¤ rep r¤ed f r urban Q ¥¤h i¤ al¤ tr¥e f r r¥ral Q ¥¤h. S¤¥den¤¤ (N=276) fr m three mΛddle sch l¤ and three hΛgh sch l¤ in ea¤¤ern Ken¤¥ckQ par¤ΛcΛpa¤ed in thΛ¤

*Values Clarification
IDENTIFIERS- Adult Career Concerns Inventory; *Career Assessment Instruments; Career Decisions; Career Development Inventory; Career Information; Salience Inventory; Strong Interest Inventory; Super (Donald E); Values Scale

Career counseling is central to the counseling profession. The Career Development, Assessment, and Counseling (C-DAC) approach to career counseling, which facilitates the career development of people throughout their lives, has received wide attention; an analysis of the theory and research from which this model was derived are examined here. The book discusses the test instruments that make up C-DAC's assessment battery and presents specific recommendations for applying the C-DAC approach to high school, university, and community agency clientele. Chapter 1 provides the history of the C-DAC approach and explains its goals and implementation measures. Chapter 2 offers a detailed analysis of the instruments used in C-DAC, with special emphasis on adult career concerns, the career development inventory, and other measures. Chapter 3 emphasizes developmental career counseling with adolescents, and includes a careful analysis of theoretical considerations. The career development stage of college students is examined in chapter 4, along with C-DAC applications for this population. Chapter 5 discusses the theory and career development of adults and ways in which C-DAC can help adults. Numerous case studies with culturally diverse clients from different age groups and settings are used to illustrate the C-DAC approach. Contains name and subject indexes and approximately 155 references. (RJM)

ED 408 531 CG 027 787

Herlihy, Barbara; Corey, Gerald
Boundary Issues in Counseling: Multiple Roles and Responsibilities.
PUB DATE- 97
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior; Codes of Ethics; Conflict of Interest; Consultants; *Counseling; Counseling Psychology; Counselor Educators; *Counselor Role; Counselor Training; *Ethics; Family Counseling; Group Counseling; *Interpersonal Relationship; Responsibility
IDENTIFIERS- *Boundaries; Client Attitudes; Counselor Supervisors; Dual Relationships (Counseling); Professional Behavior; *Professional Ethics; Sexual Relationships

Dual or multiple relationships may be one of the most controversial of all issues in counseling. The nature of these kinds of relationships, the current thinking on the topic, and the diversity of opinions and perspectives touching this issue are explored in this book. The introduction provides an overview of dual relationships, followed by chapter-length discussions of such topics as boundary issues, sexual dual relationships, and the client's perspective. The next three chapters examine issues in the preparation and supervision of counselor trainees, and include discussions of issues in counselor education, in supervision and consultation, and in the training of group counselors. Chapters 7 through 10 focus on how dual relationships affect practitioners in various settings and aspects of their work, including issues that c llege i# a tΛme f iden#Λ#Q e¤pl ra#Λ n. D¥rΛng thΛ# tΛme, if indΛ Λd¥al# ha e a deep sen#e f carΛng f r #her#, i# i# m re lΛkelQ tha# theQ Λll in#erac# Λ#h #her# in an e#pecΛallQ meanΛngf¥l aQ. Th¥#, aQ# t e¤pand s#¥den#'# iden#Λ#Q thr ¥gh c mm¥nΛ#Q ser Λce in l emen# are e¤pl red in thΛ# paper. Three bjec#Λ e# addre##ed are: (1) ad ance hΛgher ed¥ca#Λ n'# under##andΛng f the kΛnd# f learnΛng e¤perΛence# s#¥den## ha e thr ¥gh in l emen# in c mm¥nΛ#Q ser Λce; (2) u#e the re#Λcal dΛ#c¥##Λ n# f the "carΛng self" (a c mbΛna#Λ n f sQmb lΛc dΛ#c¥##Λ n# and femΛnΛ## e¤plana#Λ n# f self) a# a mean# t in#erpre# fΛndΛng# n c mm¥nΛ#Q ser Λce in l emen#; and (3) u#e in#erpre#a#Λ n# f re#earch t dΛ#c¥## the ideal f c mm¥nΛ#Q and the r le f hΛgher ed¥ca#Λ n and c mm¥nΛ#Q ser Λce in ad ancΛng c mm¥nΛ#Q. Da#a f r thΛ# paper ere derΛ ed fr m a 6-Qear q¥alΛ#a#Λ e in e##Λga#Λ n f s#¥den# par#ΛcΛpa#Λ n in c mm¥nΛ#Q ser Λce; s¥ch re#earch add# t lΛ#era#¥re tha# seek# t iden#ΛfQ s#¥den# ¥#c me# Λ#h specΛfΛc kΛnd# f c llegΛa#e e¤perΛence#. F ##erΛng a sen#e f self, gr ¥nded in an e#hΛc f care, i# ne f the cen#ral challenge# f ed¥ca#Λ n and bec me# increa#ΛnglQ imp r#an# a# s cΛe#Q gr # m re dΛ er#e. C n#aΛn# appr ¤Λma#elQ 57 reference#. (RJM)

ED 408 550   CG 027 836

Sklare, Gerald B.
BrΛef C ¥n#elΛng Tha# W rk#: A S l¥#Λ n-F c¥#ed Appr ach f r Sch l C ¥n#el r#. Prac#Λcal SkΛll# f r C ¥n#el r#.
PUB DATE- 97
NOTE- 136p.
LANGUAGE- EnglΛ#h
EDRS PrΛce- MF01 Pl¥# P ##age. PC N # A aΛlable fr m EDRS.
PUB TYPE- B k# (010),G¥Λde#/Me#h d#/TechnΛq¥e# (F r Prac#Λ#Λ ner#) - N n-Cla##r m U#e (F r AdmΛnΛ##ra#Λ e and S¥pp r# S#aff, and f r Teacher#, Paren##, ClergQ, e#c. in N n-Cla##r m sΛ#¥a#Λ n#) (055)
DESCRIPTORS- Ad le#cen##; *Beha Λ r M dΛfΛca#Λ n; ChΛldren; *C ¥n#elΛng Effec#Λ ene##; C ¥n#elΛng Objec#Λ e#; *C ¥n#elΛng TechnΛq¥e#; Elemen#arQ Sch l S#¥den##; Elemen#arQ Sec ndarQ Ed¥ca#Λ n; Gr ¥p TherapQ; In#er en#Λ n; *Sch l C ¥n#elΛng; Sch l C ¥n#el r#; Sec ndarQ Sch l S#¥den##
IDENTIFIERS- *BrΛef TherapQ; C ¥n#el r Effec#Λ ene##; *S l¥#Λ n F c¥#ed BrΛef TherapQ

Sch l c ¥n#el r# f#en face large ca#el ad# f s#¥den## and cann # spend h ¥r# f tΛme addre##Λng each s#¥den#'# pr blem# u#Λng tradΛ#Λ nal appr ache#. WΛ#h thΛ# in mΛnd, s#ep-bQ-##ep in##r¥c#Λ n# n h   t u#e s l¥#Λ n-f c¥#ed brΛef c ¥n#elΛng (SFBC) Λ#h elemen#arQ and sec ndarQ s#¥den## i# pr Λded here. Sch l c ¥n#el r# can u#ΛlΛΛe thΛ# appr ach f r tQpΛcal s#¥den# c ncern# in rder t achΛe e rapΛd, b#er able change. Sch l admΛnΛ##ra# r# and teacher# Λll al# benefΛ# becau#e each c mp nen# f thΛ# appr ach can be u#ed independen#lQ in a varΛe#Q f sΛ#¥a#Λ n#. Sch l p#Qch l gΛ##, s cΛal   rker#, pa## ral c ¥n#el r#, and dr¥g c ¥n#el r# sh ¥ld fΛnd the ca#e s#¥dΛe# e#pecΛallQ rele an#. The b k i# in#en#Λ nallQ sh r# and the rQ i# dΛ#c¥##ed brΛeflQ; implemen#a#Λ n i# the maΛn thr¥##. The reader i# led thr ¥gh the ma#erΛal, then prac#Λce e¤ercΛ#e# appear a# the end f the fΛr## f ¥r chap#er#. Chap#er 1 pre#en## the backgr ¥nd and ra#Λ nal f r SFBC and i## specΛal rele ance t sch l c ¥n#elΛng. Chap#er 2 dΛ#c¥##e# aQ# t prepare s#¥den## f r s l¥#Λ n-ba#ed c ¥n#elΛng and h   t facΛlΛ#a#e the inΛ#Λal g al-#e##Λng pha#e f the m del. Chap#er 3 de#crΛbe# h   t teach s#¥den## t rec gnΛΛe s¥cce## and th¥# be enc ¥raged. Chap#er 4 pr Λde# a tran#crΛp# f a s#¥den#

Books; Reading Instruction; *Reading Materials; *Reading Motivation
IDENTIFIERS- African Americans; *Caldecott Award; Middle School Students; Native Americans; *Trade Books

Noting that an important trend in middle school reading instruction has been the increased use of literature and trade books, this paper suggests that using Caldecott Medal and Honor books in the middle school classroom is an effective way to expose students to high quality literature. The paper notes that promoting the use of such books also aids in developing an appreciation for art, art styles, and media used by illustrators. The paper then lists procedures for using Caldecott Medal and Honor books in the classroom and presents a list of 53 such books by topic (African-American stories, Native American stories, cultures around the world, concepts/lessons, and rhyming books). The paper also presents ideas for comparing and contrasting Caldecott books; a list of Caldecott books suitable for illustrator emulation; and brief descriptions of additional class activities based on such books. (RS)

ED 408 570 CS 012 851

Lee, Christine; And Others
Cooperative Learning in the Thinking Classroom: Research and Theoretical Perspectives.
PUB DATE- Jun 97
NOTE- 24p.; Paper presented at the International Conference on Thinking (7th, Singapore, June 1-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinion Papers/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Cooperative Learning; Decision Making; Elementary Secondary Education; Group Dynamics; Higher Education; *Instructional Effectiveness; Learning Strategies; Literature Reviews; Problem Solving; *Thinking Skills
IDENTIFIERS- *Learning Environment; Multiple Intelligences; Theoretical Orientation

As a classroom organization and instructional method, cooperative learning merits serious consideration for use in thinking classrooms. Cooperative learning is more than just group work. In traditional group learning, students work in groups with no attention paid to group functioning, whereas in cooperative learning, group work is carefully prepared, planned, and monitored. Four key thinking strategies in cooperative learning are: problem solving, decision making, critical thinking, and creative thinking. Most research studies have found that cooperative learning is more effective than other modes of instruction for higher level thinking tasks, although this has not been the case in all studies. A number of theoretical perspectives (and associated cooperative learning activities) underlie work in cooperative learning, such as social psychology (Jigsaw technique), developmental psychology (Cooperative Controversy, Pairs Check), cognitive psychology (MURDER--Mood, Understand, Recall, Detect, Elaborate, and Review), motivation theory (STAD--Student Teams Achievement Divisions), multiple intelligences theory (Talking Chips), humanistic psychology (group investigation), and global education/moral values education. Cooperative learning can support an environment in which students feel encouraged to in the fΛr∷∷ seme∷∷er rΛ∷Λng c ¥r∷e a∷ OlΛ e∷ NaΛarene UnΛ er∷Λ∷Q, a small prΛ a∷e lΛberal ar∷∷ in∷∷Λ∷¥∷Λ n, ere selec∷ed ba∷ed n Ad anced C llege Te∷∷ (ACT) EnglΛ∷h sc re∷ (ab e 25 and bel 10), an inΛ∷Λal rΛ∷Λng sample, and rec mmenda∷Λ n∷ f 2 par∷ΛcΛpa∷Λng pr fe∷∷ r∷. Am ng the re∷¥l∷∷ indΛca∷ed ere: (1) tha∷ 76% f b ∷h gr ¥p∷ f s∷¥den∷∷ in∷erpre∷ed the rΛ∷∷en c mmen∷∷ a∷ the teacher in∷ended; (2) tha∷ rhe∷ rΛcal jarg n a∷ c nf¥∷Λng t the s¥cce∷∷f¥l rΛ∷er∷; (3) tha∷ hen s∷¥den∷∷ read teacher∷' c mmen∷∷, theQ ere m re c ncerned ab ¥∷ mee∷Λng the teacher∷' agenda than c mm¥nΛca∷Λng f r theΛr n p¥rp ∷e∷; (4) an infl¥ence tha∷ affec∷ed s∷¥den∷∷' re∷p n∷e∷ t teacher∷' c mmen∷∷ a∷ c nflΛc∷Λng ide l gΛe∷; and (5) s∷¥den∷∷' end pr d¥c∷∷ dΛd n ∷ nece∷∷arΛlQ repre∷en∷ ha∷ theQ had learned ab ¥∷ rΛ∷Λng. FΛndΛng∷ s¥gge∷∷ tha∷ dΛal g¥e thr ¥gh rΛ∷∷en re∷p n∷e i∷ s∷Λll an ideal t be realΛΛed. (C n∷aΛn∷ 14 reference∷.) (CR)

ED 408 590 CS 215 869

Hearn, Pamela HΛndman
TeachΛng W men'∷ S∷¥dΛe∷: An HΛ∷∷ rΛcal Per∷pec∷Λ e.
PUB DATE- Mar 97
NOTE- 12p.; Paper pre∷en∷ed a∷ the Ann¥al J Λn∷ Mee∷Λng∷ f the P p¥lar C¥l∷¥re A∷∷ cΛa∷Λ n/AmerΛcan C¥l∷¥re A∷∷ cΛa∷Λ n (San An∷ nΛ , TX, March 26-29, 1997).
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl¥∷ P ∷∷age.
PUB TYPE- OpΛnΛ n∷/Per∷ nal VΛe p Λn∷∷/P ∷Λ∷Λ n Paper∷/E∷∷aQ∷ (120),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- C n∷cΛ ¥∷ne∷∷ RaΛ∷Λng; C¥l∷¥ral C n∷e∷∷; FemΛnΛ∷∷ CrΛ∷ΛcΛ∷m; HΛgher Ed¥ca∷Λ n; *In∷ellec∷¥al DΛ∷cΛplΛne∷; LΛ∷erarQ CrΛ∷ΛcΛ∷m; Sch lar∷hΛp; *S cΛal A∷∷Λ∷¥de∷; *S∷¥den∷ De el pmen∷; *Teacher R le; *Teacher S∷¥den∷ Rela∷Λ n∷hΛp; *W men∷ S∷¥dΛe∷
IDENTIFIERS- Ed¥ca∷Λ nal I∷∷¥e∷; *Fac¥l∷Q A∷∷Λ∷¥de∷; Male Female Rela∷Λ n∷hΛp; TeachΛng Per∷pec∷Λ e∷

In the 1970∷, the rela∷Λ elQ ne dΛ∷cΛplΛne f W men'∷ S∷¥dΛe∷ a∷ ta¥gh∷ bQ ed¥ca∷ r∷ h ∷e prΛmarQ fΛeld∷ ere lΛ∷era∷¥re, p∷Qch l gQ, s cΛ l gQ, r hΛ∷∷ rQ. One pr blem tha∷ face∷ manQ in∷∷r¥c∷ r∷ i∷ the d ¥ble-bΛnd sΛ∷¥a∷Λ n tha∷ W men'∷ S∷¥dΛe∷ c ¥r∷e∷ are p p¥lar, s the dQnamΛc teacher maQ fΛnd her∷elf/hΛm∷elf teachΛng m re c ¥r∷e∷--∷ me∷Λme∷ Λ∷h a∷ manQ a∷ 120 undergrad¥a∷e∷-- rΛ∷Λng m re paper∷, and a∷∷endΛng m re c nference∷. S me s∷¥den∷∷ see lΛ∷erarQ readΛng∷ s¥ch a∷ D rΛ∷ Le∷∷Λng'∷ "T R m NΛne∷een" a∷ an a∷∷ack n theΛr tradΛ∷Λ nal m ∷her∷. E=plana∷Λ n and re-e=plana∷Λ n f tr¥∷h∷ and realΛ∷Λe∷ in s cΛe∷Q, hΛle nece∷∷arQ in the cla∷∷r m, are energQ-draΛnΛng er a perΛ d f tΛme, and can ca¥∷e in∷∷r¥c∷ r fa∷Λg¥e and "b¥rn ¥∷." AddΛ∷Λ nallQ, e l Λng c n∷cΛ ¥∷ne∷∷ s me∷Λme∷ t¥rn∷ s∷¥den∷ rage n the in∷∷r¥c∷ r; al∷ , the W men'∷ S∷¥dΛe∷ in∷∷r¥c∷ r can fΛnd her∷elf/hΛm∷elf spendΛng m re and m re tΛme Λ∷h m re and m re s∷¥den∷∷. The fΛnal h¥rdle f r manQ in∷∷r¥c∷ r∷ i∷ tha∷ W men'∷ S∷¥dΛe∷ i∷ seen a∷ a "m ngrel" dΛ∷cΛplΛne, hΛch i∷ n ∷ helpf¥l in the ten¥re pr ce∷∷. ManQ academΛc∷ faΛl t perceΛ e the legΛ∷ΛmacQ f femΛnΛ∷∷ lΛ∷erarQ crΛ∷ΛcΛ∷m, b¥∷ feel tha∷ anQ ne rΛ∷Λng i∷ thΛ∷ area can ge∷ anQ ar∷Λcle r b k p¥blΛ∷hed. The v¥lnerabΛlΛ∷Q f c ¥r∷e∷ in W men'∷ S∷¥dΛe∷ t ed¥ca∷Λ nal b¥dge∷ c¥∷∷ i∷ an ∷her dra back. Th ∷e h teach W men'∷ S∷¥dΛe∷, h e er, feel tha∷ i∷ can g a l ng aQ in helpΛng men and men t m re c mple∷elQ under∷∷and each ∷her and the s cΛe∷Q hΛch shaped theΛr a∷∷Λ∷¥de∷. (NKA) illustrating aspects of multi-faceted performance evaluation and multi-faceted teaching dossier.) (Author/RS)

ED 408 610 CS 215 898

Dodd, Anne Wescott
Parents' Beliefs: The Assumptions about the Nature of Teaching and Learning That Underlie the Practices They Prefer for the High School English Classroom.
PUB DATE- 27 Mar 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *English Instruction; Grade 11; High Schools; Instructional Improvement; *Parent Attitudes; *Parent Participation; *Teacher Behavior; *Teaching Styles
IDENTIFIERS- Maine

To improve student performance, educators have recently adopted non-traditional classroom practices. Yet, as media reports and some research indicate, parents may favor traditional practices. A descriptive case study examined the beliefs of a representative sample of 25 parents of students in grade 11 who studied English in a heterogeneously-grouped American Studies course in a small high school in Southern Maine. Findings suggest that parents' beliefs may not be as traditional as many educators may think and that differences are not always related to social and economic class or educational background. Yet because beliefs are complex and not often explored, parents' expressed preferences for or opposition to certain classroom practices can be easily misunderstood. This paper discusses some aspects of these beliefs to show why educators should involve parents in the process of changing instructional practices. Contains 30 references and 2 tables of data. (Author/RS)

ED 408 611 CS 215 899

Rendleman, Danny
Resources and Strategies for Writing Program and Community Collaboration.
PUB DATE- Mar 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Education; *Community Involvement; Higher Education; Mentors; *Partnerships in Education; *School Community Relationship; Student Participation; Teacher Role; Writing (Composition); *Writing Teachers
IDENTIFIERS- Community Ties; *University of Michigan Flint

Composition professors are in a valuable and enviable position to create a fairly wide range of collaborative opportunities between the college and the community. It is a natural extension of the collaboration engendered in classrooms, writing centers, and departments. These collaborative projects with the community provide a lot of "bang for the buck," with

IDENTIFIERS- AfrΛcan AmerΛcan∷; *B¥∷ler (Oc∷a Λa); LearnΛng En Λr nmen∷∷; Perf rmance S∷¥dΛe∷ (Speech); *Shange (N∷ Λake)

Grea∷ the re∷Λcal deba∷e ha∷ cc¥rred in he∷her a teacher n ∷ f the same bΛ l gΛcal rΛgΛn f the a¥∷h r f a te∷∷ can d j¥∷∷Λce t the lΛ∷era∷¥re f an ∷her e∷hnΛc r racΛal gr ¥p in the cla∷∷. H e er, maΛn∷∷ream p¥blΛc unΛ er∷Λ∷Q s∷¥den∷∷ f largelQ hΛ∷e p p¥la∷Λ n∷ feel them∷el e∷ "Λnd c∷rΛna∷ed" in cla∷∷r m∷ hΛch ha e the aΛm f acc mplΛ∷hΛng dΛ er∷Λ∷Q. Reader re∷p n∷e the rQ can be emb dΛed in the prac∷Λce f perf rmance f selec∷ed te∷∷∷ t re∷ l e thΛ∷ pr blem. The skΛlled teacher can then def∷lQ m e fr m the s∷¥den∷∷' n pre∷en∷a∷Λ n∷ t the re∷Λcal and hΛ∷∷ rΛcal per∷pec∷Λ e∷, and bQpa∷∷ r s¥b∷¥me re∷Λ∷∷ance in a∷∷Λ∷¥de∷. S∷¥den∷∷ learn bQ d Λng in gr ¥p rk. TheQ rep r∷ ac∷¥allQ begΛnnΛng t feel lΛke the charac∷er∷ and ge∷ a be∷∷er sen∷e f the a¥∷h r'∷ rd∷. (C n∷aΛn∷ 20 reference∷.) (A¥∷h r/RS)

ED 408 630 CS 509 522

Da e∷, Pamela Anne
"Scen∷"∷ rQ Percep∷Λ n.
PUB DATE- N 96
NOTE- 6p.; Paper pre∷en∷ed a∷ the Ann¥al Mee∷Λng f the Speech C mm¥nΛca∷Λ n A∷∷ cΛa∷Λ n (82nd, San DΛeg , CA, N ember 23-26, 1996).
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl¥∷ P ∷∷age.
PUB TYPE- G¥Λde∷/Me∷h d∷/TechnΛq¥e∷ (F r Prac∷Λ∷Λ ner∷) - Cla∷∷r m U∷e - TeachΛng G¥Λde∷ (F r Teacher) (052),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- Cla∷∷r m TechnΛq¥e∷; HΛgher Ed¥ca∷Λ n; In∷∷r¥c∷Λ nal Effec∷Λ ene∷∷; *In∷erper∷ nal C mm¥nΛca∷Λ n; J ¥rnal WrΛ∷Λng; LearnΛng M dalΛ∷Λe∷; Percep∷Λ n Te∷∷∷; *Percep∷¥al De el pmen∷; *Sen∷ rQ E¤perΛence; Sen∷ rQ TraΛnΛng; S∷¥den∷ Reac∷Λ n; TeachΛng G¥Λde∷
IDENTIFIERS- Od r∷; *Olfac∷ rQ DΛ∷crΛmΛna∷Λ n; *Olfac∷ rQ S∷Λm¥lΛ

Olfac∷Λc∷ and an indΛ Λd¥al'∷ percep∷Λ n∷ f dΛfferen∷ scen∷∷ plaQ an imp r∷an∷ r le in in∷erper∷ nal c mm¥nΛca∷Λ n. Pe ple fΛr∷∷ n ∷Λce the feelΛng r em ∷Λ n theQ ge∷ fr m a par∷Λc¥lar d r bef re thΛnkΛng f i∷ c gnΛ∷Λ elQ, fΛr∷∷ rec gnΛΛΛng he∷her i∷ i∷ plea∷an∷ r unplea∷an∷. The de∷ermΛna∷Λ n f he∷her a scen∷ i∷ plea∷an∷ r unplea∷an∷ i∷ ba∷ed n pa∷∷ e¤perΛence r percep∷Λ n f tha∷ par∷Λc¥lar scen∷. An e¤ercΛ∷e a∷ de el ped t impre∷∷ up n s∷¥den∷∷ the imp r∷ance f the lfac∷ rQ sen∷e. The in∷∷r¥c∷ r selec∷∷ a varΛe∷Q f scen∷∷ tha∷ s∷¥den∷∷ cann ∷ q¥ΛcklQ rec gnΛΛe and p¥∷∷ the phQ∷Λcal ingredΛen∷∷ in bag∷. The bag∷ are pa∷∷ed ar ¥nd the cla∷∷r m and s∷¥den∷∷ then rec rd theΛr re∷p n∷e∷ in a rΛ∷Λng j ¥rnal. Q¥e∷∷Λ n∷ t an∷ er maQ incl¥de: (1) H dΛd Q ¥ feel ab ¥∷ thΛ∷ ac∷Λ Λ∷Q ; (2) DΛd anQ f the scen∷∷ e ke a p erf¥l feelΛng, th ¥gh∷, r reac∷Λ n ; (3) Wha∷ ∷her scen∷∷ e ke plea∷an∷ r unplea∷an∷ mem rΛe∷ ; and (4) Wha∷ i∷ the sΛgnΛfΛcance f Q ¥r sen∷e f smell t in∷erper∷ nal c mm¥nΛca∷Λ n. (Sample ac∷Λ Λ∷Q dΛrec∷Λ n∷ are a∷∷ached.) (CR)

ED 408 631 CS 509 525

WeΛ∷∷er, ChrΛ∷∷Λan
EdΛfQΛng Teacher∷ in the Ne∷ rked Cla∷∷r m.
PUB DATE- Mar 97
NOTE- 20p.; Paper pre∷en∷ed a∷ The Ann¥al J Λn∷ Mee∷Λng∷ f The P p¥lar C¥l∷¥re A∷∷ cΛa∷Λ n/AmerΛcan C¥l∷¥re A∷∷ cΛa∷Λ n (San An∷ nΛ , TX, March 26-29, 1997).
LANGUAGE- EnglΛ∷h

paper, a sample f a tQpΛcal segmen:: f the 7 2- eek segmen::::, and a c ¥r::e frame rk. (CR)

ED 408 651 CS 509 549

J ::eph, D nna
Impr Λng C n er::a::Λ nal SkΛll:: f Lang¥age ImpaΛred S::¥den:::: thr ¥gh C pera::Λ e LearnΛng.
PUB DATE- MaQ 97
NOTE- 57p.; M.A. Pr jec::, SaΛn:: Xa Λer UnΛ er::Λ::Q. AppendΛce:: c n::aΛn lΛgh:: and br ken prΛn::.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC03 Pl¥:: P ::::age.
PUB TYPE- DΛ::::er::a::Λ n::/The::e:: - Ma::::er The::e:: (042)
DESCRIPTORS- Ac::Λ n Re::earch; C mm¥nΛca::Λ n Re::earch; *C mm¥nΛca::Λ n SkΛll::; *C pera::Λ e LearnΛng; *HΛgh Sch l S::¥den::::; HΛgh Sch l::; Lang¥age ImpaΛrmen::::; Pr gram De::crΛp::Λ n::; Pr gram Effec::Λ ene::::; Speech TherapQ
IDENTIFIERS- *C n er::a::Λ n; IllΛn Λ:: (ChΛcag S¥b¥rb::)

An ac::Λ n re::earch pr jec:: implemen::ed a pr gram f r impr Λng the c n er::a::Λ nal skΛll:: f lang¥age impaΛred hΛgh sch l s::¥den::::. The s::¥den:::: a::::ended hΛgh sch l in a n r::h e:::: s¥b¥rb f ChΛcag , IllΛn Λ::. P r c n er::a::Λ nal skΛll:: in the lang¥age impaΛred s::¥den:::: ere d c¥men::ed thr ¥gh teacher b::er a::Λ n, teacher a::::e::::men::, and self-a::::e::::men::. AnalQ::Λ:: f pr bable ca¥::e da::a indΛca::ed tha:: phQ::ΛcallQ ba::ed defΛcΛ::::, vΛ::¥al mΛ::percep::Λ n::, lack f lΛng¥Λ::::Λc s phΛ::::Λca::Λ n, and e¤pre::::Λ e lang¥age defΛcΛ:::: maQ ha e re::¥l::ed in c n er::a::Λ nal skΛll defΛcΛ::::. Al:: men::Λ ned ere lack f under::::andΛng f s cΛal rela::Λ n:: and lack f famΛlΛarΛ::Q Λ::h s cΛal r le varΛable:: e¤pre::::ed in lang¥age in theΛr c mm¥nΛ::Q. A re Λe   f s l¥::Λ n ::ra::egΛe:: s¥gge::::ed bQ kn ledgeable a¥::h rΛ::Λe:: indΛca::ed a varΛe::Q f ::ra::egΛe::. The me::h d ch ::en a:: a c llab ra::Λ e therapQ m del f r speech and lang¥age therapQ t delΛ er a s cΛal skΛll:: pr gram in c n er::a::Λ n u::Λng c pera::Λ e learnΛng gr ¥p::. P ::::-in::er en::Λ n da::a indΛca::ed an increa::e in the freq¥encQ and q¥alΛ::Q f s::¥den:: c mm¥nΛca::Λ n Λ::h peer:: and ad¥l::::. Da::a al:: indΛca::ed an increa::e in s::¥den::::' rela::Λ n::hΛp:: in l Λng c n er::a::Λ n. A p ::::-Λn::er en::Λ n paren:: s¥r eQ rep r::ed grea::er s cΛabΛlΛ::Q a:: h me. (C n::aΛn:: 22 reference:: and 6 table:: f da::a; appendΛce:: c n::aΛn r¥le:: f c n er::a::Λ n; a c n er::a::Λ n r¥brΛc; ad Λce n eQe c n::ac::, speakΛng v l¥me, ::aQΛng n a c n er::a::Λ n t pΛc, and ::ar::Λng and endΛng a c n er::a::Λ n; lΛ::::enΛng ::ra::egΛe::; a teacher b::er a::Λ n checklΛ::::; a paren::al relea::e f rm; and a paren:: b::er a::Λ n r¥brΛc.) (A¥::h r/RS)

ED 408 652 EA 028 114

Ben-Pere::Λ, MΛrΛam
SQ::::emΛc Ref rm in Na::Λ nal A::::e::::men::: The De::ermΛna::Λ n f P lΛcQ and I:::: Rela::Λ n t Prac::Λce.
PUB DATE- Sep 95
NOTE- 17p.; Paper pre::en::ed a:: the E¥r pean C nference n Ed¥ca::Λ nal Re::earch (Ba::h, England, UnΛ::ed KΛngd m, Sep::ember 14-17, 1995).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *AdmΛ::::Λ n (Sch l); Ed¥ca::Λ nal A::::e::::men::; F reΛgn C ¥n::rΛe::; Grad¥a::Λ n Req¥Λremen::::; HΛgh Sch l::; Par::ΛcΛpa::Λ e DecΛ::Λ n MakΛng; *P lΛcQ F rma::Λ n; *P lΛ::Λc:: f Ed¥ca::Λ n;

LANGUAGE- EnglΛ::h
EDRS PrΛce- D cꮙmen:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),GꮙΛde::/Me::h d::/TechnΛqꮙe:: (F r Prac::Λ::Λ ner::) - N n-Cla:::r m U::e (F r AdmΛnΛ:::ra::Λ e and Sꮙpp r:: S::aff, and f r Teacher::, Paren:::, ClergQ, e::c. in N n-Cla:::r m sΛ::ꮙa::Λ n::) (055)
DESCRIPTORS- AdmΛnΛ:::ra:: r Effec::Λ ene:::; *AdmΛnΛ:::ra:: r Re::p n::ΛbΛlΛ::Q; Elemen::arQ Sec ndarQ Edꮙca::Λ n; In::erpr fe:::Λ nal Rela::Λ n::hΛp; *Leader::hΛp; *Leader::hΛp Re::p n::ΛbΛlΛ::Q; *Leader::hΛp S::Qle::; *PrΛncΛpal::; S::aff De el pmen::

S::eñard::hΛp i:: the ΛllΛngne::: f the leader t ser e f r the ell-beΛng f the sch l, ra::her than thr ꮙgh c n::r llΛng s::akeh lder::. S::e ard:: are capable f tꮙrnΛng theΛr sch l:: in:: learnΛng rganΛΛa::Λ n::, in hΛch all s::akeh lder:: share a feelΛng f ner::hΛp. ThΛ:: b k i:: a seqꮙel t "The PrΛncΛpal'::Edge," hΛch c ered the fΛr::: 9 f the 21 d maΛn:: f kn ledge and skΛll:: nece:::arQ f r a prac::ΛcΛng prΛncΛpal. The b k deal:: Λ::h the ne::: nΛne d maΛn:: f kn ledge and skΛll::, hΛch inclꮙde s::ꮙden:: gꮙΛdance and de el pmen::, s::aff de el pmen::, mea::ꮙremen:: and e alꮙa::Λ n, re:: ꮙrce all ca::Λ n, m ::Λ a::Λ n f ::her::, in::erper:: nal sen::Λ::Λ Λ::Q, ral and n n erbal e¤pre:::Λ n, rΛ:::en e¤pre:::Λ n, and phΛl :: phΛcal and cꮙl::ꮙral valꮙe::. The chap::er:: f cꮙ:: n h the s::e ard-prΛncΛpal can effec::Λ elQ carrQ ꮙ:: the::e fꮙnc::Λ n::. Each chap::er c nclꮙde:: Λ::h a sꮙmma::Λ n and qꮙe:::Λ n:: f r reflec::Λ n. SΛ¤ fΛgꮙre:: are inclꮙded. (C n::aΛn:: 45 reference::.) (LMI)

ED 408 671 EA 028 397

R ::h:::eΛn, RΛchard
Wha:: D We Kn ab ꮙ:: DeclΛnΛng (r RΛ::Λng) S::ꮙden:: AchΛe emen::
PUB DATE- 97
NOTE- 26p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D cꮙmen:: N :: A aΛlable fr m EDRS.
PUB TYPE- OpΛnΛ n::/Per:: nal VΛe p Λn:::/P ::Λ::Λ n Paper::/E:::aQ:: (120),Rep r::: - E alꮙa::Λ e/Fea::ΛbΛlΛ::Q (142)
DESCRIPTORS- *AcademΛc AchΛe emen::; Edꮙca::Λ nal A:::e:::men::; *Edꮙca::Λ nal Te:::Λng; Elemen::arQ Sec ndarQ Edꮙca::Λ n; *S::andardΛΛed Te::::; Te::: BΛa::; Te::: In::erpre::a::Λ n; Te::: N rm::; Te::: RelΛabΛlΛ::Q; *Te::: Sc re DeclΛne; Te::: U::e; Te::: ValΛdΛ::Q; *Te:::Λng Pr blem::

A aΛlable te::: sc re e Λdence d e:: n :: sꮙpp r:: the c mm n claΛm tha:: s::ꮙden:: achΛe emen:: ha:: declΛned. On the ::her hand, the e¤Λ:::Λng e Λdence cann :: be u::ed t pr e tha:: s::ꮙden:: achΛe emen:: ha:: rΛ::en. ThΛ:: paper ffer:: rea:: n:: hQ s::ꮙden:: achΛe emen:: in the pa::: cann :: be c mpared accꮙra::elQ Λ::h s::ꮙden:: achΛe emen:: t daQ: (1) te::::, cꮙrrΛcꮙla, and s::ꮙden:: p pꮙla::Λ n:: change; (2) backgr ꮙnd da::a are unrelΛable; and (3) te::: admΛnΛ:::ra::Λ n i:: inc n::Λ:::en::. The paper al:: dΛ::cꮙ:::e:: three a:::e:::men::: tha:: ha e c mm nlQ been u::ed bQ th ::e trQΛng t c mpare s::ꮙden:: achΛe emen:: er tΛme--::he C llege B ard'::Sch la:::Λc Ap::Λ::ꮙde Te::: (SAT), the I a Te::: f Ba::Λc SkΛll:: (ITBS), and the Na::Λ nal A:::e:::men:: f Edꮙca::Λ nal Pr gre::: (NAEP). The paper a:::er::: tha:: i:: i:: imp :::Λble t kn e¤ac::lQ h mꮙch be:::er r r::e AmerΛcan s::ꮙden::: are d Λng t daQ c mpared t s::ꮙden::: in the pa:::. Sch l impr emen::, hΛle imp r::an:: and nece:::arQ, sh ꮙld n :: be ba::ed n the fal::e belΛef in "a g lden age f edꮙca::Λ n fr m hΛch e ha e fallen." (C n::aΛn:: 12 reference::.) (LMI)

ED 408 672 EA 028 398

bꝞ::Λne::::-managemen:: prac::Λce::. ThΛ:: paper pre::en:::: fΛndΛng:: f a ca::e s::ꝞdQ tha:: e¤amΛned the r le and re::p n::ΛbΛlΛ::Λe:: f t mΛddle sch l prΛncΛpal::, ne in Japan and ne in the UnΛ::ed S::a::e::. The s::ꝞdQ i:: ba::ed n KrꝞg'::: the re::Λcal frame rk (1992), hΛch sꝞgge:::: a dΛrec:: lΛnk be:: een the prΛncΛpal':: in::rꝞc::Λ nal leader::hΛp and sch l effec::Λ ene:::: a:: mea::Ꝟred bQ s::Ꝟden:: achΛe emen::. The paper dΛ::cꝞ::::e:: the prΛncΛpal::' belΛef:: ab Ꝟ:: the f ll Λng fΛ e dΛmen::Λ n::: (1) c mmꝞnΛca::Λng the mΛ::::Λ n f the sch l; (2) m nΛ:: rΛng the cꝞrrΛcꝞlꝞm; (3) e alꝞa::Λng and sꝞper Λ::Λng teacher::; (4) pr m ::Λng a sꝞpp r::Λ e sch l clΛma::e; and (5) re Λe Λng s::Ꝟden:: pr gre::::. The t prΛncΛpal::' r le:: and re::p n::ΛbΛlΛ::Λe:: re ealed tha:: theΛr j b:: ere a:: dΛfferen:: a:: fΛre and a::er. The AmerΛcan prΛncΛpal spen:: l ng h Ꝟr:: e alꝞa::Λng teacher::, m nΛ:: rΛng the cꝞrrΛcꝞlꝞm, re Λe Λng s::Ꝟden:: pr gre::::, and pr m ::Λng a p ::Λ::Λ e clΛma::e. He had lΛ::::le tΛme t ar::ΛcꝞla::e the mΛ::::Λ n s::a::emen:: f the sch l. In c n::ra::::, the Japane::e prΛncΛpal sa ar::ΛcꝞla::Λ n f the sch l':: mΛ::::Λ n a:: a t p prΛ rΛ::Q. E alꝞa::Λng and hΛrΛng teacher::, m nΛ:: rΛng the cꝞrrΛcꝞlꝞm, and a::::e::::Λng s::Ꝟden:: pr gre:::: ere n :: hΛ:: re::p n::ΛbΛlΛ::Λe::. Al::h Ꝟgh the t prΛncΛpal:: shared c mm n belΛef:: ab Ꝟ:: effec::Λ e leader::hΛp, theQ e::::en::ΛallQ pera::ed Λ::hΛn t dΛfferen:: j b de::crΛp::Λ n::. The fΛndΛng:: illꝞ::::ra::e the imp r::ance f rganΛΛa::Λ nal s::rꝞc::Ꝟre and cꝞl::Ꝟral e¤pec::a::Λ n::. The appendΛ¤ c n::aΛn:: c pΛe:: f each j b de::crΛp::Λ n. (C n::aΛn:: 29 reference::.) (LMI)

ED 408 689 EA 028 425

BΛ ::::, C lΛn; RaꝞch, FranΛ
Sch l Leader::hΛp in ChangΛng TΛme::; C pΛng Crea::Λ elQ Λ::h P er and Acc mplΛ::hΛng an Accep::able Self Iden::Λ::Q.
PUB DATE- Mar 97
NOTE- 17p.; Paper pre::en::ed a:: the AnnꝞal Mee::Λng f the AmerΛcan EdꝞca::Λ nal Re::earch A:::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 PlꝞ:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *AdmΛnΛ::::ra:: r R le; Elemen::arQ EdꝞca::Λ n; F reΛgn C Ꝟn::rΛe::; In::::rꝞc::Λ nal Leader::hΛp; *Leader::hΛp; OrganΛΛa::Λ nal Change; OrganΛΛa::Λ nal De el pmen::; P lΛ::Λc:: f EdꝞca::Λ n; *P er S::rꝞc::Ꝟre; *R le C nflΛc::; Sch l AdmΛnΛ::::ra::Λ n; *Teacher AdmΛnΛ::::ra:: r Rela::Λ n::hΛp; Teacher SꝞper Λ::Λ n
IDENTIFIERS- *England

Head::eacher:: in the UnΛ::ed KΛngd m face the challenge f ac::Λng a:: b ::h the maΛn s::ra::egΛc planner f r the h le sch l and a:: the leadΛng pr fe::::Λ nal prac::Λ::Λ ner Λ::hΛn i::. ThΛ:: paper de::crΛbe:: h general change:: in the ccꝞpa::Λ nal charac::erΛ::::Λc:: f sch l head::eacher:: ha e been c n::Λngen::lQ in::erpre::ed in a large urban prΛmarQ sch l in England. I:: rela::e:: h ne head::eacher a::::emp::ed t balance an urgen:: reqꝞΛremen:: t prepare the sch l f r in::pec::Λ n Λ::h her l ng-term aΛm t facΛlΛ::a::e indΛ ΛdꝞal s::aff c n::rΛbꝞ::Λ n:: t sch l de el pmen::. Da::a, b::aΛned be:: een N ember 1995 and AprΛl 1996, ere ga::hered thr Ꝟgh d cꝞmen:: re Λe ; b::er a::Λ n; and in::er Λe :: Λ::h the head::eacher, depꝞ::Q head::eacher, eΛgh:: teacher::, ::her sch l s::aff, a member f the g ernΛng b ard, and an e::::ernal c n::Ꝟl::an::. The paper de::crΛbe:: h the head::eacher':: maΛn c ncern:: in l ed the ten::Λ n:: Λ::hΛn the f ll Λng fꝞnc::Λ n::: (1) beΛng b ::h a manager f teacher:: and a fell teacher; (2) engagΛng in b ::h sꝞr eΛllance and

1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Description) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *Educational Change; Elementary Secondary Education; Functions (Mathematics); *Mathematical Models; *Organizational Change; *School Restructuring; Systems Approach
IDENTIFIERS- *Chaos Theory

The Common Knowledge: Pittsburgh (CK:P), a technology-based project, introduced the Internet into all levels of the Pittsburgh Public Schools during 1993-97. This is a case study of the ideology, strategies, and process of the CK:P project describes the project's activities, examines the project in light of school-reform literature, and uses its experience to develop a conceptual framework for discussing such reform efforts. The language of chaos theory is used to describe the behaviors observed in the project and argues that the behaviors exhibited, as a result of implementing the CK:P project, are nonlinear, dynamic, and similar at every entry--individual, school, and district--of magnification. Although the behaviors appear to be random, chaotic, and unpredictable, patterns or points of stable attraction exist within the randomness. The project experience suggests that at least four elements must be present for school reform to occur: (1) the individual or cultural change is irreversible; (2) the change is internalized by the majority; (3) institutional shifts occur to support and sustain the change; and (4) the change conforms to an agreed-upon standard. The value of applying chaos theory to school reform is that it is a holistic process for analyzing complex systems. Through mathematical modeling, chaos theory looks at systems globally while addressing local variables. It attempts to replicate a system's complexity by considering both the existing turbulence and that generated when introducing an agent of change. A glossary and four figures are included. (Contains 19 references.) (LMI)

ED 408 708 EA 028 451

Whitener, Summer D.; And Others
Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey: 1994-95. Schools and Staffing Survey. E.D. Tabs.
PUB DATE- May 97
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Change; Elementary Secondary Education; *Faculty Mobility; *Labor Turnover; Occupational Surveys; Private Schools; Public Schools; Retirement; *Teacher Persistence; *Teacher Transfer; Teaching (Occupation)

The TFS (Teacher Followup Survey is a survey of elementary and secondary school teachers who participated in the Schools and Staffing Survey (SASS) Teacher Questionnaire and is conducted in the school year following the SASS data collection. The sample for the 1994-95 TFS was selected from the 7,200 teachers who participated in the 1993-94 SASS; it consisted of all who left teaching within the year after SASS was administered and a subsample of those who continued teaching. The TFS sought to a¤¤¤ cΛa¤ed Λ¤h the imp r¤ance f clΛen¤ ch Λce, IDVR'¤ rela¤Λ n¤hΛp Λ¤h empl Qer¤, and IDVR'¤ in¤ernal en Λr nmen¤ are al¤ hΛghlΛgh¤ed. The g al¤ f IDVR are lΛ¤¤ed: (1) pr ΛdΛng s¤a¤eÑΛde a aΛlabΛlΛ¤Q and acce¤¤ΛbΛlΛ¤Q t a c mple¤e range f v ca¤Λ nal rehabΛlΛ¤a¤Λ n ser Λce¤ reqꝀΛred t achΛe e empl Qmen¤; (2) increa¤Λng the rehabΛlΛ¤a¤Λ n sꝀcce¤¤ ra¤e; (3) c ndꝀc¤Λng s¤a¤e Λde sꝀr eQ¤ f pe ple rehabΛlΛ¤a¤ed bQ IDVR t de¤ermΛne the effec¤Λ ene¤¤ f ser Λce¤; (4) ma¤ΛmΛΛΛng IDVR'¤ inflꝀence Λ¤h en¤Λ¤Λe¤ in the e¤¤ernal en Λr nmen¤; (5) dΛ¤¤emΛna¤Λng all inf rma¤Λ n reqꝀΛred a¤ a cer¤aΛn le el Λ¤hΛn the agencQ t tha¤ le el t enable rele an¤ decΛ¤Λ n¤ in a tΛmelQ fa¤hΛ n; (6) e¤pandΛng and impr Λng the IDVR pꝀblΛc image; and (7) c mmΛ¤¤Λng t a pr gram f ser Λce¤ tha¤ pr m ¤e¤ clΛen¤ sa¤Λ¤fac¤Λ n bQ mea¤ꝀrΛng qꝀalΛ¤Q and sa¤Λ¤fac¤Λ n f Ꝁ¤c me¤. Each g al i¤ f ll ed bQ bjec¤Λ e¤ and specΛfΛc ac¤Λ Λ¤Λe¤ t reach the g al. E erQ ac¤Λ Λ¤Q ha¤ an bjec¤Λ e, a c mple¤Λ n da¤e, and a p ¤Λ¤Λ n a¤¤Λgned re¤p n¤ΛbΛlΛ¤Q f r achΛe Λng the¤e g al¤. (CR)

ED 408 727 EC 305 598

Eberhar¤er-MakΛ, ElaΛne; And O¤her¤
S¤Ꝁden¤¤ Λ¤h SerΛ Ꝁ¤ Em ¤Λ nal DΛ¤¤Ꝁrbance. A Legal GꝀΛde t Iden¤ΛfΛca¤Λ n.
SPONS. AGENCY- OffΛce f SpecΛal EdꝀca¤Λ n and RehabΛlΛ¤a¤Λ e Ser Λce¤ (ED), Wa¤hΛng¤ n, DC.
PUB DATE- Sep 96
NOTE- 55p.
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01/PC03 PlꝀ¤ P ¤¤age.
PUB TYPE- GꝀΛde¤/Me¤h d¤/TechnΛqꝀe¤ (F r Prac¤Λ¤Λ ner¤) - N n-Cla¤¤r m U¤e (F r AdmΛnΛ¤¤ra¤Λ e and SꝀpp r¤ S¤aff, and f r Teacher¤, Paren¤¤, ClergQ, e¤c. in N n-Cla¤¤r m sΛ¤Ꝁa¤Λ n¤) (055),Rep r¤¤ - Re¤earch/TechnΛcal (143)
DESCRIPTORS- Ca¤e S¤ꝀdΛe¤; *C Ꝁr¤ LΛ¤Λga¤Λ n; *DΛ¤abΛlΛ¤Q Iden¤ΛfΛca¤Λ n; EdꝀca¤Λ nal LegΛ¤la¤Λ n; Elemen¤arQ Sec ndarQ EdꝀca¤Λ n; *Em ¤Λ nal DΛ¤¤Ꝁrbance¤; E alꝀa¤Λ n Me¤h d¤; *Federal RegꝀla¤Λ n; P lΛcQ F rma¤Λ n; *S¤a¤e RegꝀla¤Λ n; *S¤Ꝁden¤ E alꝀa¤Λ n; SQmp¤ m¤ (IndΛ ΛdꝀal DΛ¤ rder¤)
IDENTIFIERS- *Idah ; IndΛ ΛdꝀal¤ Λ¤h DΛ¤abΛlΛ¤Λe¤ EdꝀca¤Λ n Ac¤

ThΛ¤ manꝀal pr Λde¤ gꝀΛdance t Idah sch l dΛ¤¤rΛc¤¤ in iden¤ΛfQΛng s¤Ꝁden¤¤ Λ¤h serΛ Ꝁ¤ em ¤Λ nal dΛ¤¤Ꝁrbance¤ (SED), a¤ defΛned bQ federal and s¤a¤e la ¤ and regꝀla¤Λ n¤. Sec¤Λ n¤ 1, 2, and 3 f the gꝀΛde de¤crΛbe SED in the c n¤e¤¤ f varΛ Ꝁ¤ fac¤ r¤, inclꝀdΛng the IndΛ ΛdꝀal¤ Λ¤h DΛ¤abΛlΛ¤Λe¤ EdꝀca¤Λ n Ac¤, Sec¤Λ n 504 f the RehabΛlΛ¤a¤Λ n Ac¤, and s¤a¤e regꝀla¤Λ n¤. Sec¤Λ n¤ 4 and 5 iden¤ΛfQ the c mp nen¤¤ c n¤aΛned in the federal regꝀla¤Λ n n SED, de¤crΛbe h each f the¤e c mp nen¤¤ ha¤ been defΛned bQ hearΛng ffΛcer¤ and c Ꝁr¤¤, and gΛ e e¤ample¤ f h s¤Ꝁden¤¤ ha e me¤ par¤ΛcꝀlar c mp nen¤¤ f the federal regꝀla¤Λ n n SED. Sec¤Λ n 6 dΛ¤cꝀ¤¤e¤ schΛΛ phrenΛa, the nlQ c ndΛ¤Λ n hΛch aꝀ¤ ma¤ΛcallQ qꝀalΛfΛe¤ a s¤Ꝁden¤¤ a¤ ha Λng SED. Sec¤Λ n¤ 7, 8, and 9 pr Λde inf rma¤Λ n n par¤ΛcꝀlarlQ c n¤en¤Λ Ꝁ¤ t pΛc¤ Λ¤hΛn a dΛ¤cꝀ¤¤Λ n f SED, inclꝀdΛng s cΛal maladjꝀ¤¤men¤, c ndꝀc¤ dΛ¤ rder, and men¤al dΛ¤ rder¤. Sec¤Λ n¤ 10 and 11 pre¤en¤ ca¤e s¤ꝀdΛe¤ sh Λng h the c mp nen¤¤ f the federal regꝀla¤Λ n n SED, sch l ffΛcΛal¤, paren¤¤, hearΛng ffΛcer¤, and c Ꝁr¤¤ in¤erac¤ in de¤ermΛnΛng he¤her a s¤Ꝁden¤ ha¤ me¤ the federal defΛnΛ¤Λ n f SED. The gꝀΛde cΛ¤e¤ federal p lΛcQ le¤¤er¤ and refer¤ t ca¤e laÑ fr m varΛ Ꝁ¤ c Ꝁr¤¤ ar Ꝁnd the na¤Λ n. (CR)

ED 408 728 EC 305 599

PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Opinion Papers/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Cognitive Structures; Cognitive Tests; Dyslexia; Elementary Secondary Education; *Intelligence; *Intervention; Learning Theories; Metacognition; *Reading Difficulties; Research and Development; Teaching Models; *Theory Practice Relationship
IDENTIFIERS- Campione Brown Theory of Intelligence; PASS Model (Luria); Triarchic Theory of Intelligence (Sternberg)

This monograph examines three approaches to intelligence that include cognitive processing components and relates each to assessment and intervention with students having reading disabilities. The first, Sternberg's Triarchic theory of intelligence (1985), includes three subtheories, contextual, experiential, and componential. The second, the Campione-Brown theory of intelligence (1978), utilizes an information processing model that proposes two hierarchical levels, the architectural system and the executive system. The third is the Planning, Attention, Simultaneous, Successive (PASS) theory of intelligence (1994). Empirical research on reading disabilities from the perspective of each theory is briefly reviewed, which shows the Triarchic theory to be a multifaceted approach to reading difficulties, the Campione-Brown theory's components (short-term and working memory, knowledge base, and control processes) to be especially relevant, and the PASS theory to be relevant at both the decoding and reading comprehension stages of reading. Evaluation of the theories' implications for assessment and intervention identifies promising assessment instruments and instructional systems based on each theory. (Contains approximately 90 references.) (DB)

ED 408 747 EC 305 618

Miles, M.
Disability Care & Education in 19th Century India: Dates, Places & Documentation, with Some Additional Material on Mental Retardation and Physical Disabilities up to 1947. Revised Version.
PUB DATE- May 97
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Citations (References); *Disabilities; *Educational History; Elementary Secondary Education; Foreign Countries; Institutionalized Persons; Mental Retardation; Physical Disabilities; Residential Care; Residential Institutions; *Special Education
IDENTIFIERS- *India; *Nineteenth Century

This monograph uses brief excerpts from many sources to document the history of the education and care of individuals with disabilities in India, primarily in the 19th century. An introduction describes the author's methodology in compiling and annotating the excerpts, which are listed alphabetically by locality in India. Under each locality, excerpts are listed chronologically and typically describe individual children, the institutions they attended, services provided to them, and the children's responses. A separate section provides excerpts from documents about institutions and services for individuals with mental retardation and physical disabilities in the early 20th

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Autism; Clinical Diagnosis; Definitions; Developmental Disabilities; *Disability Identification; Early Identification; Elementary Secondary Education; *Mild Disabilities; *Severity (of Disability); *Student Characteristics
IDENTIFIERS- *Aspergers Syndrome; *Pervasive Developmental Disorders

This paper reviews the characteristics and needs of students with high functioning autism. First, it lists 18 common characteristics of autism, then it stresses that autism is defined by the general pattern of characteristics. Next, it discusses how people with high functioning autism differ from those with autism. These differences include higher cognitive abilities, more normal language functioning, better social functioning, a tendency toward specialization, and a generally better prognosis as a functioning adult. Discussion of the diagnostic process notes the negative connotations of the term "autism," and the frequent use of the terms "Pervasive Developmental Disorder" or "Asperger Syndrome," instead, for this high functioning group. Other diagnostic concerns include the need for observation in natural settings, overlap of symptoms with other disorders, the importance of early diagnosis, and a lack of knowledge about autism by many professional psychologists. A section on behavior management of autistic children stresses their need for routine and structure, management of transitions, their tendency to learn best by doing, ways to substitute more suitable behaviors for undesirable ones, and the need to avoid overstimulation. Specific ways to manage misbehavior are also suggested, such as ignoring the behavior, positive reinforcement, physical prompting, and unemotional discipline. (Contains 14 references.) (DB)

ED 408 766 EC 305 637

Dahl, Harry; Sanche, Robert
Special Education Policy: A Retrospective and Future Prospective--A View from Saskatchewan.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Early Childhood Education; Educational History; *Educational Legislation; *Educational Policy; Educational Trends; Elementary Secondary Education; *Federal Legislation; Foreign Countries; *Inclusive Schools; Mainstreaming; *Special Education; State Legislation; Trend Analysis
IDENTIFIERS- Canada; *Saskatchewan

This paper reviews the history of special education in Saskatchewan (Canada) since the 1960s and proposes policy initiatives for future changes. Emphasis in the discussion is on trends and Canadian reports that led to Saskatchewan's 1971 beha Λ r. Re::¥l::: fr m the s::¥dQ f ¥nd: (1) the ra::e:: f in::erac::Λ n:: ere sΛgnΛfΛcan::lQ hΛgher in the segrega::ed se::::Λng:: than in the in::egra::ed se::::Λng::; (2) n sΛgnΛfΛcan:: dΛfference:: ere f ¥nd am ng the chΛldren Λ::h SED in the ra::e:: f aggre:::Λ n, dΛ::r¥p::Λ n, and nega::Λ e verbal re::p n::e:: in dΛfferen:: se::::Λng::; (3) teacher::' ra::e:: in delΛ erΛng reΛnf rcemen:: ere e::::remelQ l , Λ::h the teacher:: in segrega::ed se::::Λng:: gΛ Λng m re p ::Λ::Λ e c n::eq¥ence:: than dΛd the teacher:: in the in::egra::ed se::::Λng::; (4) teacher::' re::p n::e:: t s::¥den:::' hand-raΛ::Λng beha Λ r a:: l and, in se eral ca::e::, teacher:: ere far m re lΛkelQ t re::p nd t the s::¥den:::' inappr prΛa::e beha Λ r than t the s::¥den:::' hand-raΛ::Λng beha Λ r; and (5) hen teacher:: increa::ed praΛ::e, the ra::e f s::¥den:::' dΛ::r¥p::Λ e beha Λ r decrea::ed. AppendΛce:: c mp ::Λng m re than half the rep r:: incl¥de ar::Λcle:: and paper:: n the specΛfΛc s::¥dΛe:: and fΛndΛng::: (1) "Cla:::r m In::erac::Λ n:: f ChΛldren Λ::h Beha Λ r DΛ:: rder::" (RΛchard E. Sh re:: and ::her::); (2) "Cla:::r m Managemen:: S::ra::egΛe::: Are TheQ Se::::Λng E en::: f r C ercΛ n " (RΛchard E. Sh re:: and ::her::); (3)"Lag Seq¥en::Λal AnalQ::Λ:: a:: a T l f r F¥nc::Λ nal AnalQ::Λ:: f S::¥den:: DΛ::r¥p::Λ e Beha Λ r in Cla:::r m::" (PhΛlΛp L. G¥n::er and ::her::); "A Ca::e S::¥dQ f the Effec::: f A er::Λ e S::Λm¥lΛ in In:::r¥c::Λ nal In::erac::Λ n:: n the DΛ::r¥p::Λ e Beha Λ r:: f a ChΛld Iden::ΛfΛed Λ::h Se ere Beha Λ r DΛ:: rder::" (PhΛlΛp L. G¥n::er and ::her::); and "Teacher/S::¥den:: Pr ::ΛmΛ::Q: A S::ra::egQ f r Cla:::r m C n::r l thr ¥gh Teacher M emen::" (PhΛlΛp L. G¥n::er and ::her::). C n::aΛn:: 18 reference::. (CR)

ED 408 784 EC 305 665

HarrΛng:: n, Th ma:: F., Ed.
Handb k f Career PlannΛng f r S::¥den::: Λ::h SpecΛal Need::.
Sec nd EdΛ::Λ n.
PUB DATE- 97
NOTE- 451p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¥men:: N :: A aΛlable fr m EDRS.
PUB TYPE- C llec::ed W rk:: - General (020),G¥Λde::/Me::h d::/TechnΛq¥e:: (F r Prac::Λ::Λ ner::) - N n-Cla:::r m U::e (F r AdmΛnΛ:::ra::Λ e and S¥pp r:: S::aff, and f r Teacher::, Paren:::, ClergQ, e::c. in N n-Cla:::r m sΛ::¥a::Λ n::) (055)
DESCRIPTORS- Ad¥l:::; Beha Λ r Change; *Career C ¥n::elΛng; *Career Ed¥ca::Λ n; *Career PlannΛng; C mm¥nΛca::Λ n SkΛll::; C¥l::¥ral Infl¥ence::; *DΛ::abΛlΛ::Λe::; *Ed¥ca::Λ n W rk Rela::Λ n::hΛp; Ed¥ca::Λ nal PlannΛng; Elemen::arQ Sec ndarQ Ed¥ca::Λ n; Em ::Λ nal DΛ:::¥rbance::; FamΛlQ In l emen::; J b Placemen::; *MΛnΛm¥m C mpe::encΛe::; S::¥den:: E al¥a::Λ n; Team rk
IDENTIFIERS- Na::Λ nal Occ¥pa::Λ nal Inf rma::Λ n C rdΛna::Λng C m

ThΛ:: b k dΛ::c¥:::e:: career plannΛng s::ra::egΛe:: f r s::¥den::: Λ::h specΛal need::. I:: addre:::e:: the 13 c mpe::encΛe:: iden::ΛfΛed bQ the Na::Λ nal Occ¥pa::Λ nal Inf rma::Λ n C rdΛna::Λng C mmΛ:::ee (NOICC) a:: ba::Λc t effec::Λ e perf rmance bQ career de el pmen:: prac::Λ::Λ ner::: career de el pmen:: the rQ, decΛ::Λ n-makΛng skΛll::, c n::¥l::a::Λ n skΛll::, a:::e:::men::, lab r marke:: inf rma::Λ n, career c ¥n::elΛng s::ra::egΛe::, skΛll:: in rkΛng Λ::h specΛal p p¥la::Λ n::, c llab ra::Λ e appr ache::, re::earch and e al¥a::Λ n, career ser Λce:: e::hΛc::, gr ¥p g¥Λdance appr ache::, c mp¥::er s f:: are and inf rma::Λ n sQ:::em::, and de el pmen::, managemen::, and implemen::a::Λ n f pr gram:: and p¥blΛc inf rma::Λ n, and marke::Λng. S me c mpe::encΛe:: are iden::ΛfΛed bQ chap::er tΛ::le, herea:: ::her:: are in::egra::ed Λ::h te::: f c¥::ed n a br ader c n::en:: t pΛc. WhΛle the en::Λre b k deal:: Λ::h s::¥den::: Λ::h specΛal need::, Chap::er 6 specΛfΛcallQ provided on the address and telephone number of the director in each state, along with activity descriptions. A cross-referenced index of programs is also provided. (CR)

ED 408 802 EC 305 689

Newman, Lynn; Blackorby, Jose
Special Education Teachers: Their Link to School-Linked Services.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accessibility (for Disabled); *Ancillary School Services; *Disabilities; Elementary Education; Focus Groups; Health Services; *Integrated Services; Interdisciplinary Approach; Interviews; Pupil Personnel Services; Referral; Resource Room Programs; Social Services; Special Classes; Special Education; *Special Education Teachers; *Teacher Attitudes
IDENTIFIERS- Healthy Start Program CA

This study examined the involvement of special education teachers with school-linked services (SLS) programs at their California schools. Telephone interviews were conducted with 25 resource and 8 special day teachers at 33 Healthy Start elementary schools, as well as from focus groups conducted with special education teachers at 2 case-study Healthy Start elementary schools. Findings indicated that teachers were aware of available services and referred students and their families to the programs. They knew the SLS program staff and many had used SLS staff expertise. Teachers who had been at their schools longer had forged stronger linkages with the school's SLS program. Special day classroom teachers reported a stronger relationship with their SLS program than did resource teachers. Special day teachers were more likely to refer students and their families to the program and include SLS staff in Individualized Education Program (IEP) meetings. Overall, special education teachers felt that the barriers to using the SLS program for students with disabilities were the same as those experienced by all students. Negative findings included the infrequent involvement of SLS staff in IEP meetings, lack of feedback to teachers after referral to an SLS program, and lack of availability of some needed services. Results are summarized by the six specific questions that guided the research. (DB)

ED 408 803 EC 305 690

Richardson, Rita C.; Evans, Elizabeth T.
Options for Managing Student Behavior: Adaptations for Individual Needs.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

A recen¤ Na¤Λ nal Re¤earch C ¥ncΛl s¤¥dQ, "Impr Λng Sch lΛng f r Lang¥age-MΛn rΛ¤Q ChΛldren: A Re¤earch Agenda" e¤amΛned the s¤a¤¥¤ f bΛlΛng¥al ed¥ca¤Λ n re¤earch and the dΛrec¤Λ n f f¥¤¥re s¤¥dΛe¤. The rep r¤ i¤ dΛ¤c¥¤¤ed here, in a f rma¤ c rre¤p ndΛng t the rep r¤'¤ sec¤Λ n¤ n d maΛn¤ f re¤earch and prac¤Λce: bΛlΛng¥alΛ¤m and sec nd-lang¥age learnΛng; c gnΛ¤Λ e a¤pec¤¤ f sch l learnΛng: lΛ¤eracQ de el pmen¤ and c n¤en¤ learnΛng; the s cΛal c n¤e¤¤ f sch l learnΛng; s¤¥den¤ a¤¤e¤¤men¤; pr gram e al¥a¤Λ n; s¤¥dΛe¤ f sch l and cla¤¤r m effec¤Λ ene¤¤; prepara¤Λ n and de el pmen¤ f teacher¤; e¤¤Λma¤Λng p p¥la¤Λ n parame¤er¤; i¤¤¥e¤ rela¤ed t the re¤earch infra¤¤r¥c¤¥re; and prΛ rΛ¤Λe¤ f r re¤earch. The rep r¤ c ncl¥de¤ tha¤ hΛle re¤earch ha¤ re ealed a sΛgnΛfΛcan¤ am ¥n¤ ab ¥¤ h a sec nd lang¥age i¤ learned, i¤ ha¤ shed lΛ¤¤le lΛgh¤ n he¤her lang¥age mΛn rΛ¤Q chΛldren are d Λng s r h t help them s¥cceed academΛcallQ. The crΛ¤Λq¥e fΛnd¤ tha¤ the rep r¤ eremphа¤ΛΛe¤ h re¤earch ha¤ n ¤ been frΛ¤f¥l, and s¥gge¤¤¤ tha¤ the in¤ere¤¤¤ f lang¥age-mΛn rΛ¤Q chΛldren ¥ld be be¤¤er ser ed bQ the rQ-ba¤ed e¤perΛmen¤a¤Λ n n effec¤Λ e sch lΛng f p r chΛldren in general, n ¤ relQΛng a¤ hea ΛlQ n sec nd lang¥age acq¥Λ¤Λ¤Λ n re¤earch r remaΛnΛng pre cc¥pΛed Λ¤h lang¥age f in¤¤r¥c¤Λ n. (MSE)

ED 408 821 FL 024 561

W r¤ham, S¤an¤ n; And O¤her¤
The OrganΛΛa¤Λ n f Space and Ac¤Λ Λ¤Λe¤ am ng La¤Λn ¤: A S¤ra¤egQ f r MakΛng Sch l M re C¥l¤¥rallQ FamΛlΛar.
PUB DATE- Mar 97
NOTE- 13p.; Paper pre¤en¤ed a¤ the Ann¥al Mee¤Λng f the AmerΛcan Ed¥ca¤Λ nal Re¤earch A¤¤ cΛa¤Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01/PC01 Pl¥¤ P ¤¤age.
PUB TYPE- Rep r¤¤ - Re¤earch/TechnΛcal (143),Speeche¤, C nference Paper¤, "Paper¤ Pre¤en¤ed a¤..." (150)
DESCRIPTORS- A¤¤Λ¤¥de Change; *Cla¤¤r m En Λr nmen¤; C¥l¤¥ral C n¤e¤¤; C¥l¤¥ral TraΛ¤¤; Ed¥ca¤Λ nal En Λr nmen¤; *EnglΛ¤h (Sec nd Lang¥age); E¤hn graphQ; FamΛlQ En Λr nmen¤; *HΛgh Sch l¤; *HΛ¤panΛc AmerΛcan¤; LΛmΛ¤ed EnglΛ¤h SpeakΛng; MΛn rΛ¤Q Gr ¥p¤; *S cΛ c¥l¤¥ral Pa¤¤ern¤; *Space U¤ΛlΛΛa¤Λ n; S¤¥den¤ A¤¤Λ¤¥de¤; WhΛ¤e S¤¥den¤¤
IDENTIFIERS- HΛ¤panΛc AmerΛcan S¤¥den¤¤; *La¤Λn ¤
In an e¤hn graphΛc s¤¥dQ, teacher¤ in e¤¤Λga¤ed a c¥l¤¥ral dΛfference be¤ een Angl ¤ and HΛ¤panΛc¤ in l Λng rganΛΛa¤Λ n f space and ac¤Λ Λ¤Λe¤ a¤ h me, and applΛed the fΛndΛng¤ t hΛgh sch l cla¤¤r m rganΛΛa¤Λ n. The re¤earch a¤ under¤aken in a small c mm¥nΛ¤Q here a sΛgnΛfΛcan¤ pr p r¤Λ n f HΛ¤panΛc s¤¥den¤¤ ha e EnglΛ¤h-a¤-a-Sec nd-Lang¥age (ESL) in¤¤r¥c¤Λ n a¤ sch l. VΛ¤Λ¤¤ t HΛ¤panΛc h me¤ and in¤er Λeñ¤ Λ¤h theΛr inhabΛ¤an¤¤ f ¥nd tha¤ h ¥¤eh ld lΛfe f¤en all ¤ m re fl¥Λd b ¥ndarΛe¤ be¤ een space¤ and ac¤Λ Λ¤Λe¤ than i¤ f ¥nd in maΛn¤¤ream Angl h me¤. Sch l¤ in the UnΛ¤ed S¤a¤e¤ generallQ fa r the Angl s¤Qle er the HΛ¤panΛc, ign rΛng r e en inhΛbΛ¤Λng HΛ¤panΛc c mm¥nΛca¤Λ n c n en¤Λ n¤. One hΛgh sch l ESL teacher de¤Λgned her cla¤¤r m u¤Λng HΛ¤panΛc s¤QlΛ¤¤Λc parame¤er¤, Λ¤h n cl ck, an pen d r, and le¤¤ rΛgΛd u¤e f tΛme, and enc ¥raged s¤¥den¤¤ t speak SpanΛ¤h and help each ¤her. The teacher t k a r le cl ¤er t tha¤ f a m ¤her than a s¥per Λ¤ r. Ob¤er a¤Λ n f in¤erac¤Λ n¤ Λ¤hΛn the r m f ¥nd the a¤m ¤phere t appr ¤Λma¤e m re cl ¤elQ the fl¥Λd HΛ¤panΛc h me en Λr nmen¤, Λ¤h s¤¥den¤¤ feelΛng p ¤Λ¤Λ elQ ab ¥¤ i¤, and ul¤Λma¤elQ trea¤Λng i¤ a¤ a ha en. A¤¤endance and eff r¤ f l er-achΛe Λng HΛ¤panΛc s¤¥den¤¤ impr ed. ImplΛca¤Λ n¤ are

opportunities reflecting learners' differences; reflection on and development of language within a Japanese cultural context; development of an understanding of the culture of the Japanese community; efforts to increase friendship and cooperation with Japanese people; and deepened understanding of the learner's own language and culture. Contains 21 references. (MSE)

ED 408 842 FL 024 597

Finney, Rachel Elaine
Foreign Language Education in Elementary Schools: Revitalizing and Maintaining a Workable Program.
PUB DATE- Mar 96
NOTE- 82p.; Senior Project, University of Tennessee at Martin.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); Audiolingual Methods; Curriculum Development; Educational History; *Educational Needs; Elementary Education; *FLES; Grammar Translation Method; Higher Education; Immersion Programs; Language Acquisition; Language Enrollment; Program Development; Second Language Instruction; *Second Language Programs; *Second Languages; Suggestopedia; Teacher Education; Teaching Methods
IDENTIFIERS- Direct Instruction; Input Hypothesis; Natural Approach (Languages); Total Physical Response

A discussion of foreign languages in elementary schools (FLES) includes both historical and current overviews of FLES in the United States and makes recommendations for development of FLES programs. The historical review looks at program design and methods during the 1950s and 1960s and the successes and failures of program types and approaches. Examination of present conditions looks at the variety of teaching methodologies used and their outcomes, with some attention given to the way children acquire their first language and its implications for second language learning. Advantages and disadvantages of various methods (grammar-translation, audio-lingual, cognitive-code, direct, Natural Approach, Input Hypothesis, Suggestopedia, Total Physical Response) are explored. It is concluded that salient needs include: community and administrative program support; expansion of immersion programs; expansion of languages offered; teacher training; development of technology use; better articulation across grade levels; and additional research. Contains 33 references. (MSE)

ED 408 843 FL 024 598

Oller, D. Kimbrough; And Others
Educational Implications of Early Bilingualism: A Review of Recent Results.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- 97
NOTE- 34p.; Paper presented at the American Association for the Advancement of Science (Atlanta, GA, February 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Age Differences; *Bilingualism; Elementary Education; English (Second Language); Higher Education; Language Maintenance; Language Research;

c mm nlQ taℓgh:: langℓage:: f ChΛne::e, Japane::e, and K rean bQ u::Λng in::erna::Λ nal paren::: a:: teacher::. A three-:::ep plan a:: implemen::ed er the perΛ d f a sch l Qear: (1) na::Λ e speaker:: h ere d c:: ral s::ℓden::: in langℓage edℓca::Λ n, e:::ablΛ::hed and taℓgh:: ChΛne::e, Japane::e, and K rean cla:::e:: in the fall; (2) langℓage cla:::e:: ere pr fe:::Λ nallQ vΛde ::aped and the tape:: u::ed t traΛn paren:: v lℓn::eer::; and (3) paren::: a:::ended traΛnΛng semΛnar:: d theQ c ℓld take er the cla:::e:: gradℓallQ. The s::ℓdQ e¤amΛned hΛch teachΛng technΛqℓe:: and ac::Λ Λ::Λe:: ere m ::: effec::Λ e in pr m ::Λng langℓage learnΛng, s::ℓden:::' a:::Λ::ℓde:: t ard learnΛng a f reΛgn langℓage and cℓl::ℓre, s::ℓden:: achΛe emen::, and the in::erna::Λ nal paren:::' a:::Λ::ℓde:: t ard the teachΛng e¤perΛence in an AmerΛcan sch l. Re::ℓl::: are ℓ::lΛned and implΛca::Λ n:: f r in::erna::Λ nal paren:: in l emen:: in langℓage teachΛng are dΛ::cℓ:::ed brΛeflQ. Appended ma::erΛal:: inclℓde a vΛde ::ape vΛe Λng checklΛ:::, sample s::ℓden:: gr ℓp in::er Λeñ qℓe:::Λ n:: c ncernΛng the langℓage learnΛng e¤perΛence, ca::eg rΛe:: and e¤ample:: f r c dΛng teachΛng technΛqℓe:: n the vΛde ::ape::, and cla::: schedℓle:: and s::ℓden:: charac::erΛ:::Λc::. C n::aΛn:: 15 reference::. (MSE)

ED 408 862 FL 024 633

Kle::mer, Har ld
De el pmen:: f ESL AchΛe emen:: CrΛ::erΛa a:: a Fℓnc::Λ n f Age and Leng::h f Re::Λdence in Canada. E.S.L. AchΛe emen:: Pr jec::.
PUB DATE- Sep 93
NOTE- 131p.; A SpecΛal Lea e Pr jec::.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC06 Plℓ:: P :::age.
PUB TYPE- Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141)
DESCRIPTORS- AcademΛc AchΛe emen::; Age DΛfference::; *EnglΛ::h (Sec nd Langℓage); *E alℓa::Λ n CrΛ::erΛa; F reΛgn C ℓn::rΛe::; *ImmΛgran:::; In::ermedΛa::e Grade::; JℓnΛ r HΛgh Sch l::; *Langℓage SkΛll::; *Langℓage Te:::; *N rm::; Sec nd Langℓage In:::rℓc::Λ n; S::ℓden:: E alℓa::Λ n
IDENTIFIERS- Canada; Leng::h f Re::Λdence; *On::arΛ

A CanadΛan s::ℓdQ e¤amΛned the fea::ΛbΛlΛ::Q f e:::ablΛ::hΛng achΛe emen:: crΛ::erΛa f r EnglΛ::h-a::-a-Sec nd-Langℓage (ESL) s::ℓden::: ba::ed n theΛr age and leng::h f re::Λdence (LOR) in Canada. Sℓch crΛ::erΛa ℓld permΛ:: c mparΛ:: n:: be:: een the academΛc and lΛngℓΛ:::Λc de el pmen:: f ESL s::ℓden::: and tha:: f b ::h CanadΛan-b rn, EnglΛ::h-::peakΛng s::ℓden::: and ::her ESL s::ℓden::: f sΛmΛlar age and LOR. Sℓbjec::: ere 285 ESL s::ℓden::: and 43 c mparΛ:: n s::ℓden:::, all 12 Qear:: ld. ESL s::ℓden::: ere fr m 38 langℓage:: gr ℓp:: and 53 c ℓn::rΛe:: f rΛgΛn, and had lΛ ed in Canada 6 m n::h:: t 6 Qear::. Se en LOR ca::eg rΛe:: ere e:::ablΛ::hed. AcademΛc/lΛngℓΛ:::Λc de el pmen:: f all s::ℓden::: a:: a:::e:::ed u::Λng te::: and teacher ra::Λng::. AddΛ::Λ nal inf rma::Λ n a:: ga::hered fr m s::ℓden:: rec rd:: and paren::/gℓardΛan in::er Λe ::. Re::ℓl::: sℓgge::: Λ:: Λ:: fea::Λble t e:::ablΛ::h achΛe emen:: crΛ::erΛa ba::ed n age and LOR. H e er, EnglΛ::h langℓage a:::e:::men:: in:::rℓmen::: sh ℓld be selec::ed carefℓllQ. A nℓmber f appr prΛa::e te::: are iden::ΛfΛed. AchΛe emen:: pa:::ern:: f ℓnd in the a:::e:::men::: are al:: n ::ed. The s::ℓdQ al:: re ealed pa:::ern:: in the aQ teacher:: perceΛ e and a:::e::: s::ℓden:: pr gre:::. Paren::/gℓardΛan in::er Λeñ:: pr Λded inf rma::Λ n ab ℓ:: s::ℓden:: backgr ℓnd, paren::al a:::Λ::ℓde:: ab ℓ:: theΛr chΛldren':: lΛngℓΛ:::Λc pr gre:::, and s::ℓden:: charac::erΛ:::Λc:: and backgr ℓnd varΛable:: inflℓencΛng s::ℓden:: achΛe emen::. C n::aΛn:: 48 reference::. (MSE) study in two-year colleges"); and (12) "Seeking Institutional Affiliation with the Community" (case study of considering affiliation). (Most papers contain references.) (JLS)

ED 408 881 HE 030 196

Cowen, Robert, Ed.
The Evaluation of Higher Education Systems. World Yearbook of Education. 1996.
PUB DATE- 96
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - Serials (022)
DESCRIPTORS- College Outcomes Assessment; *Comparative Education; Educational Administration; *Educational Assessment; Educational Development; Educational History; Educational Planning; Educational Policy; Evaluation Methods; Foreign Countries; *Higher Education; *Institutional Evaluation; International Education; Quality Control

The 14 papers in this volume examine former and current evaluation systems used in higher education in a number of countries and regions. Chapters include: (1) "Introduction, Apex Institutions, Statuses and Quality Control" (Robert Cowen); (2) "The Evaluation of the Higher Education System in Algeria" (Bouthenia Cheriet); (3) "The Evaluation of the Higher Education System in Australia" (Barry Sheehan); (4) "The Evaluation of the Higher Education System in Brazil" (Maria Figueiredo and Isabel Sobreira); (5) "The Evaluation of the Higher Education in Canada" (John Mallea); (6) "The Evaluation of the Higher Education System in the People's Republic of China " (Tianxiang Xue); (7) "The Evaluation of the Higher Education System in France" (Guy Neave); (8) "The Evaluation of the Higher Education System in Hong Kong" (Kai-ming Cheng); (9) "The Evaluation of the Higher Education System in Japan" (Masateru Baba); (10) "The Evaluation of the Higher Education System in the Republic of Korea" (Terri Kim); (11) "The Evaluation of the Higher Education System in the United States" (Susan D. Franzosa); (12) "The Evaluation of the Higher Education System in the United Kingdom" (Ronald Barnett); (13) "The Evaluation of the Higher Education Systems in Latin America" (Denise Leite and Maria Figueiredo); and (14) "Coda: Autonomy, the Market and Evaluation Systems and the Individual" (Robert Cowen). (Chapters contain references.) (JLS)

ED 408 882 HE 030 197

MacTaggart, Terrence J., Ed.
Restructuring Higher Education. What Works and What Doesn't in Reorganizing Governing Systems.
PUB DATE- 96
NOTE- 260p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Reports - Descriptive (Program/Project Description) (141)
DESCRIPTORS- *Administrative Organization; Case Studies; Change Strategies; College Governing Councils; Decentralization; Educational Change; *Governance; Governing Boards; *Higher Education; Leadership; Models; *Organizational Development; Policy Formation; Power Structure; Public Colleges; Public Education; Public Officials; *School Restructuring; State Boards of Education; State Colleges; Statewide Planning
IDENTIFIERS- Alaska; Maryland; Massachusetts; Minnesota; North

DESCRIPTORS- Adult Education; Case Studies; Classification; *Cost Effectiveness; Developed Nations; *Distance Education; Educational Development; *Educational Planning; *Educational Research; *Educational Theories; Foreign Countries; Foundations of Education; Open Education; Program Effectiveness; Program Evaluation
IDENTIFIERS- Great Britain

This text gives an overview of distance education for students, administrators, and practitioners in distance education. Chapter 1 discusses the study of distance education. Chapter 2 analyzes forms of nonconventional education (open, nontraditional) that may have similarities to distance education but are not to be identified with it. Chapter 3 defines distance education in a way that identifies it and isolates it from other forms of education. Chapters 4-6 attempt a detailed analysis of the theoretical approaches formulated to date and classifies them into three groupings: theories of autonomy and independence, industrialization, and interaction and communication. Chapter 7 examines distance education in the light of a generally accepted theory of education to see whether it is possible or contradictory to speak of teaching at a distance or of learning at a distance. Chapter 8 discusses some existing classifications that contain elements that contribute to an understanding of the field and then suggests a new typology of distance teaching systems. Chapter 9 focuses on planning distance systems. Chapter 10 presents and then analyzes studies in order to put together certain economic indicators on the costs of distance education. Chapter 11 proposes a four-point evaluation scheme of effectiveness based on the quantity, quality, status, and relative costs of learning achieved. Five case studies are presented. Chapter 12 draws conclusions. An index is appended. (YLB)

ED 408 434   CE 074 214

Haggard, Susie
Maintenance Crisis vs Solutions.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Demand Occupations; Employment Opportunities; Industrial Personnel; Industrial Training; *Industry; *Inplant Programs; Labor Force Development; *Labor Needs; *Maintenance; Program Development; Technical Institutes; Two Year Colleges; Vocational Education

Industrial maintenance in Northeast Georgia is facing an acute crisis. Contributing factors are economic development that is depleting the work force, aging of the population, downsizing of the military, and lack of technical school graduates. Solutions to the crisis fall into three categories: short-term, mid-term, and long-term. For short-term solutions, Athens Area Technical Institute concentrates on improving the efficiency and effectiveness of existing maintenance staff, total productive maintenance, and tools to predict equipment failure and eliminate unscheduled downtime. Creating a learning organization within the company is the mid-term solution used by Athens Tech. A cross-trained or multicrafted maintenance staff reduces the need for additional maintenance staffing. The long-term solution is to develop future staffing--a solution which can require up to 4 years to train a multicraft maintenance technician. One area company, ABB Power T&D, has and other), strategies for funding classroom projects, enterprise zones and economic development, and attracting industry to South Carolina; (4) a list of participant projects; (5) a list of 64 resources; and (6) participant comments. Three appendixes include the institute schedule and flyer; lists of participants, staff, and presenters; and sample materials. (KC)

ED 408 452 CE 074 240

Seeking Employment in the 90's: Job Search Guide.
PUB DATE- Apr 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Employment Interviews; Employment Qualifications; High Schools; Higher Education; *Job Applicants; *Job Application; Job Placement; *Job Search Methods; *Job Skills; Labor Market; *Resumes (Personal)

This booklet, written as a group project for a class in technical writing, provides a guide for students in exploring, practicing, and actually conducting the job search process. It includes a step-by-step process that should increase students' chances of securing a job that matches their interests and skills after high school or college. The four chapters of the booklet cover the following topics: getting started in a job search; introducing oneself to potential employers via the telephone, cover letters, resumes, and job applications; interviewing skills; and going to work. The booklet contains 12 resources for further information. (KC)

ED 408 453 CE 074 241

South Carolina School-to-Work Brochures.
SPONS. AGENCY- South Carolina State Dept. of Education, Columbia. Office of Occupational Education.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; Career Development; Career Education; *Education Work Relationship; Educational Legislation; Learning Activities; *School Business Relationship; Secondary Education; State Legislation; State Programs
IDENTIFIERS- *Job Shadowing; *South Carolina

This packet includes three pamphlets from the South Carolina School-to-Work Initiative, which involves many components in ensuring for students high levels of academic and technical achievement; strong problem-solving, teamwork and technology skills; clear career goals; better access to postsecondary education and meaningful employment; and a better understanding of the world of work. The first pamphlet explains what school-to-work is, why it is needed, the key elements of school-to-work, what teachers can do to help, and the benefits to students. The two additional pamphlets discuss the following: (1) expanding opportunities for students, employers, and communities; and (2) student job shadowing, a school-to-work project connecting classrooms and careers for students in Pickens County, its benefits for students and employers, what u¤¤Λng de¤¤crΛp¤¤Λ e and inferen¤¤Λal s¤¤a¤¤Λ¤¤Λc¤¤. In¤¤¤r¥c¤¤ r¤¤ agreed Λ¤¤h the u¤¤e f ed¥ca¤¤Λ nal bjec¤¤Λ e¤¤ f r the f ll Λng p¥rp ¤¤e¤¤: (1) b¥ΛldΛng pr gram c¥rrΛc¥l¥m, plannΛng learnΛng e¤perΛence¤¤, and defΛnΛng vag¥e ed¥ca¤¤Λ nal g al¤¤; (2) helpΛng in¤¤¤r¥c¤¤ r¤¤ teach, facΛlΛ¤¤a¤¤Λng e¤change f inf rma¤¤Λ n ab ¥¤¤ delΛ erQ f ed¥ca¤¤Λ nal pr gram¤¤ am ng in¤¤¤r¥c¤¤ r¤¤, and pr ΛdΛng in¤¤¤r¥c¤¤ r¤¤ Λ¤¤h Λdea¤¤ f h t teach ad¥l¤¤ learner¤¤ a¤¤ hΛgher le el¤¤ f learnΛng; (3) e al¥a¤¤Λng ed¥ca¤¤Λ nal pr gram¤¤ t help specΛfQ the crΛ¤¤erΛa u¤¤ed t de¤¤ermΛne accep¤¤able perf rmance bQ ad¥l¤¤ learner¤¤ and permΛ¤¤ in¤¤¤r¥c¤¤ r¤¤ t c mpare pre¤¤en¤¤ pr gram¤¤ g al¤¤ Λ¤¤h p ¤¤¤Λble ¥¤¤c me¤¤; (4) enablΛng ad¥l¤¤ learner¤¤ t d a be¤¤¤er j b f learnΛng, help them under¤¤¤and the p¥rp ¤¤e f in¤¤¤r¥c¤¤Λ n, and make them be¤¤¤er u¤¤er¤¤ f inf rma¤¤Λ n gΛ en in the pr gram; and (5) ma¤ΛmΛΛΛng the pr babΛlΛ¤¤Q f achΛe Λng the ed¥ca¤¤Λ nal g al¤¤ f pr gram¤¤, analQΛΛng the le el¤¤ f learnΛng tha¤¤ take place in teachΛng, and enhancΛng in¤¤¤r¥c¤¤ r¤¤' under¤¤¤andΛng f the ed¥ca¤¤Λ nal pr ce¤¤¤. (C n¤¤aΛn¤¤ 7 da¤¤a table¤¤ and 13 reference¤¤.) (YLB)

ED 408 472 CE 074 273

H T Prepare f r Welfare Change¤¤. P lΛcQ Upda¤¤e.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- EnglΛ¤¤h
EDRS PrΛce- MF01/PC01 Pl¥¤¤ P ¤¤¤age.
PUB TYPE- OpΛnΛ n¤¤/Per¤¤ nal VΛe p Λn¤¤¤/P ¤¤Λ¤¤Λ n Paper¤¤/E¤¤¤aQ¤¤ (120)
DESCRIPTORS- *Acce¤¤¤ t Ed¥ca¤¤Λ n; *Ad¥l¤¤ Ba¤¤Λc Ed¥ca¤¤Λ n; Ec n mΛcallQ DΛ¤¤ad an¤¤aged; Ed¥ca¤¤Λ nal Demand; Enr llmen¤¤ Pr jec¤¤Λ n¤¤; *Federal LegΛ¤¤la¤¤Λ n; Federal S¤¤a¤¤e Rela¤¤Λ n¤¤hΛp; *LΛ¤¤eracQ Ed¥ca¤¤Λ n; *S¤¤a¤¤e Federal AΛd; *Welfare RecΛpΛen¤¤¤; Welfare Ser Λce¤¤
IDENTIFIERS- *Temp rarQ A¤¤¤Λ¤¤¤ance t NeedQ FamΛlΛe¤¤; Welfare Ref rm

ThΛ¤¤ d c¥men¤¤ c n¤¤Λ¤¤¤¤ f t ¤¤¤¥e brΛef¤¤ tha¤¤ pr Λde inf rma¤¤Λ n n the ne federal elfare pr gram, Temp rarQ A¤¤¤Λ¤¤¤ance t NeedQ FamΛlΛe¤¤. Par¤¤ I l k¤¤ a¤¤ the¤¤e req¥Λremen¤¤¤ f the ne la : de el pmen¤¤ f a s¤¤a¤¤e plan tha¤¤ de¤¤crΛbe¤¤ h the s¤¤a¤¤e Λll en¤¤¥re tha¤¤ elfare recΛpΛen¤¤¤ are rkΛng Λ¤¤hΛn 2 Qear¤¤; de¤¤ermΛna¤¤Λ n f ha¤¤ ac¤¤Λ Λ¤¤Λe¤¤ Λll c ¥n¤¤ a¤¤ rk; and enr llmen¤¤ f a rΛ¤¤Λng percen¤¤age f famΛlΛe¤¤ in rk r rk ac¤¤Λ Λ¤¤Λe¤¤ f r a¤¤ lea¤¤¤ 20 h ¥r¤¤ per eek r l ¤¤¤ f a par¤¤ f theΛr bl ck gran¤¤. I¤¤ de¤¤crΛbe¤¤ theΛr p ¤¤en¤¤Λal Λmpac¤¤ n the ad¥l¤¤ ed¥ca¤¤Λ n and lΛ¤¤eracQ fΛeld and s¥gge¤¤¤¤ ac¤¤Λ n¤¤ tha¤¤ can be taken n t prepare effec¤¤Λ elQ f r the change¤¤ and mΛnΛmΛΛe p ¤¤en¤¤Λal pr blem¤¤. T fac¤¤ shee¤¤¤ n elfare ref rm and ed¥ca¤¤Λ n and empl Qmen¤¤ and inc me f elfare recΛpΛen¤¤¤ are a¤¤¤ached. Par¤¤ II f c¥¤¤e¤¤ n an increa¤¤ed demand f r ad¥l¤¤ ba¤¤Λc ed¥ca¤¤Λ n (ABE) and lΛ¤¤eracQ tha¤¤ c ¥ld re¤¤¥l¤¤ fr m the elfare ref rm la . Sec¤¤Λ n 1 pr Λde¤¤ an er Λe f f ¥r de el pmen¤¤¤ tha¤¤ ha e pened the d r f r e¤panded acce¤¤¤ t ABE and lΛ¤¤eracQ pr gram¤¤ f r elfare recΛpΛen¤¤¤: g ern r¤¤ s¥pp r¤¤ m re fle¤ΛbΛlΛ¤¤Q f r ed¥ca¤¤Λ n; v ca¤¤Λ nal ed¥ca¤¤Λ n traΛnΛng q¥e¤¤¤Λ n¤¤ are an¤¤ ered fa rablQ; declΛnΛng ca¤¤el ad¤¤ gΛ e s¤¤a¤¤e¤¤ une¤pec¤¤ed f¥ndΛng "¤¤¥rpl¥¤¤"; and a na¤¤Λ nal s¥r eQ fΛnd¤¤ rene ed in¤¤ere¤¤¤ in ed¥ca¤¤Λ n. Sec¤¤Λ n 2 re Λe ¤¤ the ba¤¤Λc s¤¤r¥c¤¤¥re f the la and dΛ¤¤c¥¤¤¤e¤¤ Λ¤¤¤ lΛkelQ Λmpac¤¤ n the lΛ¤¤eracQ fΛeld er the ne¤¤¤ 5 Qear¤¤, e¤¤pecΛallQ increa¤¤ed ad¥l¤¤ ed¥ca¤¤Λ n enr llmen¤¤¤. (YLB)

ED 408 473 CE 074 274

experts, and their social and physical environment) and its application in flight training. (MN)

ED 408 492 CE 074 308

Barker, Ballard M., Ed.
Collegiate Aviation Review. September 1996.
PUB DATE- Sep 96
NOTE- 34p.; For related documents, see CE 074 304-307.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020), Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *Aviation Education; *Educational Technology; *Employment Projections; *Flight Training; Higher Education; Integrity; Meteorology; Pilot Projects; Position Papers; Training Methods

This document contains three papers on aviation education. "Academic Integrity in Higher Education: Is Collegiate Aviation Education at Risk?" (Jeffrey A. Johnson) discusses academic integrity and legal issues in higher education and argues that academic integrity needs to be an integral part of collegiate aviation education if students expect to compete effectively in the highly competitive field of aviation. "Aviation/Aerospace Forecast 2005: Industry and Employment Outlook" (Virginia Lee Lussier) examines the current economic status of the aviation/aerospace industry, its projected growth to the year 2005, and the prospects for various aviation-related careers (airline pilot, aircraft maintenance technician/engineer, computer scientist, engineer, and meteorologist) during the next decade. "Technology in the Aviation Meteorology Classroom: A Pilot Study" (Michael R. WA::AÑ, Phillip Horton) reports on a comparative study that documented the effectiveness of the educational technology used in the Federal Aviation Administration's Airway Science Program. (MN)

ED 408 493 CE 074 312

Strengthening the School-to-Work Transition for Students with Disabilities. A Guide for Educators.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 97
NOTE- 251p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adaptive Behavior (of Disabled); Assistive Devices (for Disabled); Career Education; *Disabilities; Disability Discrimination; *Education Work Relationship; Employment Potential; *Females; Guides; *Job Placement; Job Training; Normalization (Disabilities); Postsecondary Education; *Rehabilitation; Role Models; Secondary Education; State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS- *New York

This resource guide provides practical advice, materials, and strategies designed to overcome the barriers that have interfered with successful placement of persons with disabilities in the workplace, especially women and girls. It is designed for use by educators interested in improving career preparation of students with disabilities. Section 1 looks at barriers that have created a "separateness" between students study. Each participant completed three self-report measures. Statistical analysis of the results reveal that the rural youth demonstrated a higher FOS than reported by urban youth in previous studies. Contrary to other studies, male participants reported a higher FOS than did female students. FOS was found to be related to both career certainty and career indecision: lower FOS was related to higher career certainty whereas higher FOS was related to higher career indecision. FOS was also found to be related to self-esteem. As FOS increases, self-esteem drops, career indecision rises, and career certainty decreases. Although a relationship was found among these variables, any causal relationships or interaction effects could not be addressed. (RJM)

ED 408 513 CG 027 738

Brist, Patricia M.
Student Voices: Students' Perceptions of Factors Placing Them at Risk of Dropping Out of School.
PUB DATE- Aug 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Dropout Characteristics; Dropout Research; Educational Environment; Family Environment; Grade 12; *High Risk Students; High School Students; High Schools; School Holding Power; *Student Alienation; *Student Attitudes; Student Attrition; *Student School Relationship

People worry about dropouts because they believe that leaving high school before graduation is detrimental, both to the individual and to society. This view does not include students' view of the situation, and in order to clarify students' perceptions of at-risk factors, qualitative data on high school seniors were collected. The central question of this study was, "What has been the process in the lives of these students, as perceived by the student, which has led to being considered at risk " To answer this question, classroom observations, interviews, information from parents and classroom teachers, journal entries, and student records were collected on 15 students. The data that emerged were classified into three areas: (1) home environment; (2) school environment; (3) other factors or concerns. Results indicate that most students felt isolated, both at home and at school. Most considered a lack of parental supervision and responsibility as a major concern, and they believed that this apathy was shared by teachers, counselors, and administrators. Most of these at-risk students felt isolated from participation in school activities, which are usually reserved for high-achieving students. A number of recommendations to remedy this sense of isolation are offered. (RJM)

ED 408 514 CG 027 740

Portes, Pedro R.; Zady, Madelon F.
Socio-Psychological Factors in the Academic Achievement of Children of Immigrants: Examining a Cultural History Puzzle.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; National Science Foundation, Arlington, VA.; Russell Sage Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.
PUB DATE- 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

c nfr n:: c ¥n::el r:: in the c mm¥nA::Q a:: theQ rk A::h a dA er::e clAen:: p p¥la::A n. Al:: f c ncern are the unAq¥e b ¥ndarQ i::::¥e:: tha:: arA::e in specAal::Q area:: f prac::Ace, s¥ch a:: prA a::e prac::Ace, gr ¥p and famAlQ c ¥n::elAng, s¥b::::ance ab¥::e c ¥n::elAng, rkAng A::h clAen:::: h are lA Ang A::h HIV, rehabAlA::a::A n c ¥n::elAng, f ren::Ac rk, sch l c ¥n::elAng, and hAgher ed¥ca::A n. The fAnal chap::er iden::AfAe:: keQ theme::, ffer:: dA::c¥::::A n q¥e::::A n::, and pr Ade:: a decA::A n-makAng m del. C n::aAn:: an inde¤ and appr ¤Ama::elQ 170 reference::. (RJM)

ED 408 532 CG 027 788

Se:::: n, Th ma:: L.; And O::her::
In::egra::Ang O¥::c me Re::earch in:: C ¥n::elAng Prac::Ace and TraAnAng.
PUB DATE- 97
NOTE- 204p.
LANGUAGE- EnglA::h
EDRS PrAce- MF01 Pl¥:: P ::::age. PC N :: A aAlable fr m EDRS.
PUB TYPE- B k:: (010),G¥Ade::/Me::h d::/TechnAq¥e:: (F r Prac::A::A ner::) - N n-Cla::::r m U::e (F r AdmAnA::::ra::A e and S¥pp r:: S::aff, and f r Teacher::, Paren::::, ClergQ, e::c. in N n-Cla::::r m sA::¥a::A n::) (055)
DESCRIPTORS- Ad le::cen::::; Career C ¥n::elAng; ChAldren; *C ¥n::elAng Effec::A ene::::; *C ¥n::elAng P::Qch l gQ; *C ¥n::elAng TechnAq¥e::; C ¥n::el r ClAen:: Rela::A n::hAp; Elemen::arQ Sec ndarQ Ed¥ca::A n; In::er en::A n; Me::a AnalQ::A::; *O¥::c me:: f Trea::men::; Re::earch Need::; *Sch l C ¥n::elAng
IDENTIFIERS- ClAen:: Sa::A::fac::A n; O¥::c me Ba::ed Perf rmance Mea::¥re::

The sQ::::ema::Ac ::¥dQ f c ¥n::elAng cc¥pAe:: a c¥rA ¥:: p ::A::A n; al::h ¥gh a large q¥an::A::Q f re::earch-ba::ed kn ledge e¤A::::::, prac::A::A ner:: c n::An¥e t perceA e re::earch a:: irrele an::. WaQ:: tha:: re::earch and prac::Ace can be sQ::::ema::AcallQ lAnked are e¤pl red in thA:: b k. The g al f the te:::: i:: t pre::en:: inf rma::A n n c ¥n::elAng a:: a pr ce::::, irre::pec::A e f i:::: the re::Acal and pr fe::::A nal allAance::. The v l¥me i:: dA Aded in:: three par::::. Par:: 1 f rm:: the f ¥nda::A n f the b k and pre::en:::: an analQ::A:: f the maj r crA::AcA::m:: f ¥::c me re::earch, al ng A::h a brAef er Ae f the unAq¥e na::¥re f c ¥n::elAng ¥::c me re::earch. The f ¥r chap::er:: in Par:: 2 f c¥:: n the applAca::A n f c¥rren:: re::earch-ba::ed kn ledge t the prac::Ace f c ¥n::elAng. C ncl¥::A n:: and rec mmenda::A n:: are ffered tha:: are deemed repre::en::a::A e f ::able trend:: in the b dQ f ¥::c me re::earch, A::h an empha::A:: n beha A r change acr :::: se::::Ang:: and f cal area::. Par:: 3 addre::::e:: the in::egra::A n f re::earch in:: prac::Ace. Prac::Acal technAq¥e:: tha:: prac::A::A ner:: and re::earcher:: can u::e are e¤pl red and a pragma::Ac m del f the sQ::::ema::Ac rela::A n::hAp be:: een c ¥n::elAng re::earch and prac::Ace i:: pre::en::ed. A m del f ac::A n t help make re::earch a reg¥lar par:: f daAlQ c ¥n::elAng prac::Ace i:: al:: pr Aded. C n::aAn:: an inde¤ and appr ¤Ama::elQ 550 reference::. (RJM)

ED 408 533 CG 027 790

An:: nA , MAchael E.; And O::her::
HIV Pre en::A n ReadAne:::: in Undergrad¥a::e:: and Inma::e::.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- EnglA::h
EDRS PrAce- MF01/PC01 Pl¥:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnAcal (143)
DESCRIPTORS- *Acq¥Ared Imm¥ne DefAcAencQ SQndr me; *C rrec::A nal

case; and chapter 5 covers the interventions counselors employ in second and subsequent interviews with students. Chapter 6 describes additional applications of the solution-focused approach. Contains an index. (RJM)

ED 408 551 CG 027 837

Jones, W. Paul
Deciphering the Diagnostic Codes: A Guide for School Counselors. Practical Skills for Counselors.
PUB DATE- 97
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Attention Deficit Disorders; Children; Eating Disorders; *Elementary Secondary Education; *Identification (Psychology); Learning Disabilities; *Mental Disorders; *Psychological Evaluation; Pupil Personnel Services; School Counseling; *School Counselors
IDENTIFIERS- Diagnosis Related Groups; Diagnostic Skills; *Diagnostic Statistical Manual of Mental Disorders

Although school counselors have more contact with children and adolescents than most other human service professionals, they are frequently left out of discussions on diagnostic coding. Ways in which school counselors can use the codes in the Diagnostic and Statistical Manual of Mental Disorders IV (DSM-IV) are explored in this text. The book provides a comprehensive overview that explains the basic ideas and terminology used in diagnoses geared specifically to student counseling needs. Furthermore, information on specific conditions of distress, as well as more serious disorders, are detailed here. The text begins with multiaxial assessment techniques and issues surrounding student evaluation. The "V codes" are covered next with discussions of academic problems, phase of life problems, and other issues. Adjustment codes, and their ubiquitous nature, and anxiety codes, are dealt with in the following two chapters. The depression codes, such as bipolar disorders and suicide, are detailed, after which comes an explanation of the cognitive codes, with an emphasis on learning disorders and other concerns. Attention disorder codes are then addressed along with some biological background of the condition. Adolescent codes, such as eating disorders and conduct disorders, also receive treatment. The book closes with a discussion of the diagnostic codes. Contains an index. (RJM)

ED 408 552 CG 027 841

Young Offender Information Sharing Protocol.
PUB DATE- Dec 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Confidential Records; *Confidentiality; Delinquency; *Disclosure; Foreign Countries; *Information Dissemination; *Information Policy; Juvenile Courts; School Community Relationship; Secondary Education;

take part in higher order thinking. (Contains 59 references, and 3 figures and 3 tables illustrating aspects of cooperative learning.) (RS)

ED 408 571 CS 012 852

Costello, Mary Sheehy; Stahl, Norman A.
Promoting Diversity: A Learning Community Project for College Reading Programs and Teacher Education Programs.
PUB DATE- 2 Nov 96
NOTE- 22p.; Paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Course Descriptions; Diversity (Student); Higher Education; *Minority Group Teachers; Program Descriptions; *Reading Programs; Remedial Reading; *Teacher Education; *Teacher Recruitment; Writing Instruction
IDENTIFIERS- Teaching Perspectives

The need for greater diversity in the United States teaching workforce continues to increase as the numbers of teachers of color graduating from colleges of education remain low. This paper considers the current need for more minority teachers, as well as the theoretical framework and primary design of a learning community project between a developmental reading program, a writing program, a freshman experience program, and a teacher education program to increase the number of students of color recruited and retained into teacher education. Contains 26 references. (Author/RS)

ED 408 572 CS 012 853

Tao, Linqing; Reinking, David
What Research Reveals about Email in Education.
PUB DATE- Nov 96
NOTE- 14p.; Paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Computer Uses in Education; *Electronic Mail; Elementary Secondary Education; Higher Education; Literacy; Literature Reviews; Research Needs
IDENTIFIERS- *Educational Issues

How educators, especially those in the field of literacy, view and make use of email and its text-based features has been the subject of research. Journal articles addressing how educators and researchers know about email and how they work with email communication were reviewed. Email has moved from a limited group of users to the masses. According to researchers, email communication has the following prominent features: text-based features; multiple connections and easy transmission; asynchrony and synchrony; easy storage and manipulation; rapidity and cost-effectiveness; and relative anonymity. Existing research literature can be divided into 3 parts: using email as a research tool and other research concerns stated; focusing on user perception and adoption of email in instructional

ED 408 591 CS 215 870

DaQ, France¤ Ann
La¤Ana and La¤An V Ace¤ in LA¤era¤¼re f r ChAldren and Teenager¤.
PUB DATE- 97
NOTE- 238p.
LANGUAGE- EnglA¤h
EDRS PrAce- D c¼men¤ N ¤ A aAlable fr m EDRS.
PUB TYPE- B k¤ (010),G¼Ade¤/Me¤h d¤/TechnAq¼e¤ (F r Prac¤A¤A ner¤) - Cla¤¤r m U¤e - TeachAng G¼Ade¤ (F r Teacher) (052),G¼Ade¤/Me¤h d¤/TechnAq¼e¤ (F r Prac¤A¤A ner¤) - N n-Cla¤¤r m U¤e (F r AdmAnA¤¤ra¤A e and S¼pp r¤ S¤aff, and f r Teacher¤, Paren¤¤, ClergQ, e¤c. in N n-Cla¤¤r m sA¤¼a¤A n¤) (055)
DESCRIPTORS- *Ad le¤cen¤ LA¤era¤¼re; *A¼¤h r¤; *ChAldren¤ LA¤era¤¼re; *C¼l¤¼ral C n¤e¤¤; Elemen¤arQ Sec ndarQ Ed¼ca¤A n; *HA¤panAc AmerAcan LA¤era¤¼re; *La¤An AmerAcan LA¤era¤¼re; Recrea¤A nal ReadAng; WrA¤Ang f r P¼blAca¤A n
IDENTIFIERS- *E¤hnAc LA¤era¤¼re; La¤Ana¤; La¤An ¤

N ¤Ang tha¤ e en th ¼gh m re than 31,000,000 La¤Ana and La¤An AmerAcan¤ ALL lA e in the UnA¤ed S¤a¤e¤ bQ the Qear 2000, theAr dA er¤e v Ace¤ ha e been largelQ neglec¤ed in lA¤era¤¼re f r chAldren and Q ¼ng ad¼l¤¤, thA¤ b k celebra¤e¤ the¤e v Ace¤. The b k i¤ a c mprehen¤A e reference t l t help fAll the gap--a th r ¼ghlQ de¤aAled g¼Ade t La¤Ana and La¤An a¼¤h r¤. HAghlAgh¤Ang the lA e¤ and career¤ f rA¤er¤ h ¤e c¼l¤¼ral r ¤¤ are embedded in a varAe¤Q f racAal, e¤hnAc, regA nal, and relAgA ¼¤ tradA¤A n¤, the b k n ¤ nlQ make¤ i¤ ea¤Aer t l ca¤e theAr rk, i¤ al¤ pr Ade¤ in¤Agh¤¤ in¤ theAr rA¤Ang s¤Qle¤, m ¤A a¤A n¤, and p An¤¤ f vAe . A sec¤A n f the b k addre¤¤e¤ the i¤¤¼e¤ in l ed in e al¼a¤Ang and selec¤Ang b k¤ fr m a pl¼ralA¤¤Ac per¤pec¤A e, pr AdAng g¼AdelAne¤ f r e¤amAnAng b k¤ f r racA¤¤, se¤A¤¤, cla¤¤A¤¤, ageA¤¤, and h m ph bAc a¤¤A¤¼de¤. Al¤ ge¤her, 39 dAfferen¤ a¼¤h r¤ are dA¤c¼¤¤ed in the b k. SA¤ appendA¤e¤ (1) lA¤¤ manQ addA¤A nal La¤Ana and La¤An a¼¤h r¤; (2) ffer s¼gge¤¤A n¤ tha¤ ac¤A A¤Ae¤ teacher¤, paren¤¤, and lAbrarAan¤ mAgh¤ u¤e A¤h the b k¤ t e¤¤end the lA¤erarQ e¤perAence; (3) lA¤¤ the a¼¤h r¤' bAr¤hdaQ¤ s tha¤ each unA¤ mAgh¤ be f¼r¤her per¤ nalAAed; (4) s¼pplQ a calendar f h lAdaQ¤ and specAal daQ¤ f¤en celebra¤ed in La¤An c¼l¤¼re¤; (5) pr Ade inf rma¤A n ab ¼¤ addA¤A nal re¤ ¼rce¤ f r Q ¼ng pe ple s¼ch a¤ magaAAne¤, vAde ¤, and p ¤¤er¤; and (6) ffer an e¤¤en¤A e bAblA graphQ f addA¤A nal re¤ ¼rce¤ f r ed¼ca¤ r¤, paren¤¤, and lAbrarAan¤, s¼ch a¤ j ¼rnal¤, ne ¤le¤¤er¤, ca¤al g¤, and rganAAa¤A n¤. F ¼r dAfferen¤ inde¤e¤ are pr Aded, incl¼dAng a c mprehen¤A e inde¤ n theme¤, c¼rrAc¼lar area¤, genre¤, and t pAc¤. (NKA)

ED 408 592 CS 215 871

McQ¼aAn, JeffreQ
P er Lang¼age: Ge¤¤Ang the M ¤¤ ¼¤ f Y ¼r W rd¤.
PUB DATE- 96
NOTE- 266p.; F re rd bQ WAllAam SafAre.
LANGUAGE- EnglA¤h
EDRS PrAce- D c¼men¤ N ¤ A aAlable fr m EDRS.
PUB TYPE- B k¤ (010),G¼Ade¤/Me¤h d¤/TechnAq¼e¤ (F r Prac¤A¤A ner¤) - N n-Cla¤¤r m U¤e (F r AdmAnA¤¤ra¤A e and S¼pp r¤ S¤aff, and f r Teacher¤, Paren¤¤, ClergQ, e¤c. in N n-Cla¤¤r m sA¤¼a¤A n¤) (055)
DESCRIPTORS- *A¼dAence A arene¤¤; *C mm¼nAca¤A n SkAll¤; E¤pre¤¤A e Lang¼age; Lang¼age R le; *Lang¼age U¤age; *Rhe¤ rAc; *Verbal C mm¼nAca¤A n; WrA¤Ang S¤ra¤egAe¤

u::¥allQ n m re in e::::men:: than ha:: i:: c :::::: t p¥rcha::e a la::er prΛn::er f r a mΛddle sch l magaΛΛne, b k::: re cer::ΛfΛca::e:: f r men:: r::, r a c n::e::: prΛΛe r t . In:::Λ::¥::Λ n:: gaΛn p¥blΛcΛ::Q, c mm¥nΛ::Q iden::Λ::Q, and pre:::Λge, al ng Λ::h the chance t recr¥Λ:: neñ s::¥den:::. UnΛ er::Λ::Q s::¥den::: gaΛn in men:: rΛng e¤perΛence, re::¥me lΛne i::em::, s me::Λme:: m neQ, and cer::aΛnlQ in self-c nfΛdence. One pr jec::, the K-12 Par::ner::hΛp Gran::, i:: f¥nded bQ an ann¥al f¥nd a:: the UnΛ er::Λ::Q f MΛchΛgan-FlΛn:: fΛnanced bQ al¥mnΛ d na::Λ n:: and c mm¥nΛ::Q gΛf:::, Λ::h a range f ac::Λ Λ::Λe:: incl¥dΛng AfrΛcan s:: rΛe::; e¤perΛmen:::, j ¥rnal rΛ::Λng and a scΛence faΛr in bΛ l gQ, chemΛ:::rQ, phQ::Λc::, and ear::h scΛence; La::Λn AmerΛcan c¥l::¥re; r b ::Λc::; a Q ¥ng a¥::h r:: rk::h p; and an e:::aQ an::h l gQ. F r the Q ¥ng a¥::h r:: rk::h p, f r e¤ample, 26 unΛ er::Λ::Q s::¥den:::, enr lled in EnglΛ::h 412, WrΛ::Λng f r MΛddle and Sec ndarQ Sch l teacher::, de::Λgned p r::f lΛ rk::h p:: f r mΛddle sch l s::¥den:::. ThΛ:: c¥lmΛna::ed in p¥blΛca::Λ n, hand::- n ne::ñ rked c mp¥::er re Λ::Λ n, and prepara::Λ n f r the MΛchΛgan Ed¥ca::Λ nal A:::e:::men:: Pr gram. (C n::aΛn:: a checklΛ::: f r c llege c mm¥nΛ::Q pr jec:::.) (CR)

ED 408 612 CS 215 900

S¥llΛ an, Helen; Sern ff, LΛnda
Re::earch Rep r:::: A G¥Λde f r MΛddle and HΛgh Sch l S::¥den:::.
PUB DATE- 96
NOTE- 128p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¥men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),G¥Λde::/Me::h d::/TechnΛq¥e:: (F r Prac::Λ::Λ ner::) - Cla:::r m U::e - In:::r¥c::Λ nal Ma::erΛal:: (F r Learner::) (051)
DESCRIPTORS- In::ermedΛa::e Grade::; MΛddle Sch l::; *Re::earch Paper:: (S::¥den:::); Re::earch Pr jec:::; *Re::earch SkΛll::; Re::earch T l::; Sec ndarQ Ed¥ca::Λ n; S::¥den:: Pr jec:::; *S::¥den:: Re::earch; *TechnΛcal WrΛ::Λng; *WrΛ::Λng SkΛll::
IDENTIFIERS- WrΛ::Λng T pΛc::

ThΛ:: c mprehen::Λ e, all-Λncl¥::Λ e g¥Λde t crea::Λng re::earch rep r::: i:: in::ended f r u::e bQ sec ndarQ and mΛddle sch l s::¥den:::. The ea::Q-:: -read, ea::Q-:: -f ll g¥Λde Λll sh the s::¥den:: h t : ch ::e a t pΛc f r tha:: i:: br ad en ¥gh t ffer manQ p::Λ n:: f r re::earch, b¥:: narr en ¥gh f r th r ¥gh re::earch; pr ceed Λ::h the re::earch, take n ::e::, and arrange them in the m ::: u::ef¥l aQ; de Λ::e a l gΛcal, ell- rganΛΛed ¥::lΛne tha:: Λll ea::ΛlQ g¥Λde the s::¥den::'::: rΛ::Λng; c mpΛle and f rma:: a bΛblΛ graphQ and s ¥rce n ::e::; edΛ::, re Λ::e, and pr fread the rep r::; and pre::en:: the fΛnal rep r:: f r be::: re::¥l:::. Al:: incl¥ded in the g¥Λde are the in:: and ¥::: f n-lΛne re::earch, tΛp:: n u::Λng a rd pr ce::: r t pr d¥ce the rep r::, th r ¥gh dΛrec::Λ n:: t s ¥rce n ::e and bΛblΛ graphQ i::em f rma:::Λng, a sample rep r::, and a gl :::arQ f re::earch term::. (NKA)

ED 408 613 CS 215 901

EllΛ::, M nΛca
H DΛalec::Λc J ¥rnal:: Were U::ed and C ncep::¥alΛΛed in a Grade Three S cΛal S::¥dΛe:: Cla:::.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P :::age.
PUB TYPE- Rep r::: - E al¥a::Λ e/Fea::ΛbΛlΛ::Q (142)
DESCRIPTORS- Cla:::r m Re::earch; Cla:::r m TechnΛq¥e::; F reΛgn

EDRS PrΛce- MF01/PC01 Pl¥⁑ P ⁑⁑age.
PUB TYPE- OpΛnΛ n⁑/Per⁑ nal VΛe p Λn⁑⁑/P ⁑Λ⁑Λ n Paper⁑/E⁑⁑aQ⁑ (120),Speeche⁑, C nference Paper⁑, "Paper⁑ Pre⁑en⁑ed a⁑..." (150),Te⁑⁑, Q¥e⁑⁑Λ nnaΛre⁑, E al¥a⁑Λ n In⁑⁑r¥men⁑⁑ (160)
DESCRIPTORS- *Cla⁑⁑r m En Λr nmen⁑; C mp¥⁑er A⁑⁑Λ⁑⁑ed In⁑⁑r¥c⁑Λ n; *C mp¥⁑er MedΛa⁑ed C mm¥nΛca⁑Λ n; *C mp¥⁑er Ne⁑ñ rk⁑; C¥l⁑¥ral C n⁑e⁑⁑; HΛgher Ed¥ca⁑Λ n; *S⁑¥den⁑ Emp ermen⁑; S⁑¥den⁑ Reac⁑Λ n; Teacher A⁑⁑Λ⁑¥de⁑; Teacher R le
IDENTIFIERS- *LΛbera⁑ rQ LearnΛng; *Techn l gQ R le
M ⁑⁑ in⁑⁑r¥c⁑ r⁑ t daQ feel tha⁑ u⁑Λng c mp¥⁑er⁑ in cla⁑⁑r m⁑ t crea⁑e elec⁑r nΛc f r¥m⁑ a¥⁑ ma⁑ΛcallQ re⁑¥l⁑⁑ in a m re egalΛ⁑arΛan se⁑⁑Λng, b¥⁑ techn l gQ can bec me an effec⁑Λ e cl ak f r ⁑her Λ⁑e ppre⁑⁑Λ e prac⁑Λce⁑. The⁑e se⁑⁑Λng⁑ can p ⁑en⁑ΛallQ reΛn⁑crΛbe d mΛnan⁑ ide l gΛe⁑, s⁑ΛflΛng s⁑¥den⁑⁑ ra⁑her than emp erΛng them. The⁑e cla⁑⁑r m⁑ can be the sΛ⁑e⁑ f lΛbera⁑ rQ learnΛng, b¥⁑ n ⁑ Λ⁑h ¥⁑ inf rmed and implemen⁑ed pedag gΛe⁑. A m re crΛ⁑Λcal in⁑erpre⁑a⁑Λ n f techn l gQ i⁑ the fΛr⁑⁑ s⁑ep. The hΛerarchΛcal arrangemen⁑ f de⁑Λgn and pr grammΛng, the val¥e f EnglΛ⁑h a⁑ the prΛmarQ lang¥age f c mp¥⁑er u⁑er⁑ (ASCII), and ⁑her le⁑⁑ b Λ ¥⁑ e¤ample⁑ all sh a sQ⁑⁑em tha⁑ s¥pp r⁑⁑ a d mΛnan⁑ c¥l⁑¥re and f¥r⁑her dΛ⁑⁑ance⁑ s⁑¥den⁑⁑ h are fr m the margΛn⁑ f race, cla⁑⁑, and gender. One s l¥⁑Λ n i⁑ t de el p an a arene⁑⁑ f the a⁑Qmme⁑rΛcal rela⁑Λ n⁑ f p er implΛcΛ⁑ in c llab ra⁑Λ n and t learn t neg ⁑Λa⁑e, in ne aQ⁑ and Λ⁑h ne under⁑⁑andΛng⁑, the space⁑ cc¥pΛed f r s¥ch rk. BQ pre⁑en⁑Λng and e¤p ⁑Λng the dΛ er⁑e, f⁑en c nflΛc⁑Λng vΛe ⁑ f ¥nd in ne⁑ rked se⁑⁑Λng⁑, s⁑¥den⁑⁑ learn h t read and in⁑erpre⁑ c nflΛc⁑⁑, c nfr n⁑a⁑Λ n⁑, and al⁑erna⁑Λ e⁑ in the cla⁑⁑r m and in theΛr lΛ e⁑. In ne⁑ rked se⁑⁑Λng⁑, teacher⁑ sh ¥ld in l e them⁑el e⁑ in dΛ⁑c¥⁑⁑Λ n⁑ ra⁑her than m nΛ⁑ r r s¥ppre⁑⁑ c n er⁑a⁑Λ n⁑ theQ feel are inappr prΛa⁑e. E¤pl rΛng cñnflΛc⁑⁑ in⁑Λde the cla⁑⁑r m all ⁑ edΛfQΛng teacher⁑ t keep space⁑ pen f r c n er⁑a⁑Λ n, p¥⁑hΛng b ⁑h s⁑¥den⁑⁑ and teacher⁑ t ne le el⁑ f under⁑⁑andΛng and accep⁑ance. (C n⁑aΛn⁑ 15 reference⁑.) (CR)

ED 408 632 CS 509 526

B Qk , CarrΛe, C mp.; C len, KΛmberlQ, C mp.
H ld Fa⁑⁑ Y ¥r Dream⁑: T en⁑Q C mmencemen⁑ Speeche⁑.
PUB DATE- 96
NOTE- 238p.
LANGUAGE- EnglΛ⁑h
EDRS PrΛce- D c¥men⁑ N ⁑ A aΛlable fr m EDRS.
PUB TYPE- B k⁑ (010),C llec⁑ed W rk⁑ - General (020)
DESCRIPTORS- *A¥dΛence A arene⁑⁑; *C llege Grad¥a⁑e⁑; *C mmencemen⁑ Cerem nΛe⁑; *Grad¥a⁑Λ n; HΛgher Ed¥ca⁑Λ n; *Per⁑¥a⁑Λ e DΛ⁑c ¥r⁑e; P¥blΛc SpeakΛng; *Speeche⁑; S⁑¥den⁑ Ed¥ca⁑Λ nal Objec⁑Λ e⁑
ThΛ⁑ an⁑h l gQ c n⁑aΛn⁑ 20 c mmencemen⁑ addre⁑⁑e⁑ delΛ ered bQ pr mΛnen⁑ and s¥cce⁑⁑f¥l AmerΛcan⁑ fr m manQ dΛfferen⁑ fΛeld⁑ f endea r--all the addre⁑⁑e⁑ ha e in c mm n an under⁑⁑andΛng f the a¥dΛence'⁑ th ¥gh⁑⁑ and feelΛng⁑ a⁑ the imp r⁑an⁑ m men⁑ f a c llege grad¥a⁑Λ n. Each speech in the an⁑h l gQ i⁑ preceded bQ a brΛef bΛ graphQ f the speaker. Speeche⁑ in the an⁑h l gQ c me fr m Ar⁑h¥r A⁑he, R ber⁑ D. Ballard, Ken B¥rn⁑, JΛmmQ Car⁑er, Ben C hen, MarΛan WrΛgh⁑ Edelman, R ber⁑ F¥lgh¥m, Ca⁑hQ G¥Λ⁑eñΛ⁑e, DanΛel K. In ¥Qe, BΛllQ J el, Fl rence GrΛffΛ⁑h J Qner, WΛlma MankΛller, Ralph Nader, Ka⁑herΛne D. Or⁑ega, C lΛn P ell, Carl Sagan, J na⁑ Salk, Dr. Se¥⁑⁑, NeΛl SΛm n, and Gl rΛa S⁑eΛnem. (NKA)

ED 408 633 CS 509 527

*S::ķden:: E alķa::Λ n; S::ķden:: Placemen::; UnΛ n::
IDENTIFIERS- *I::rael

S::ķden:::: in I::rael h Λ::h t en::er in::::Λ::ķ::e:: f hΛgher edķca::Λ n are reqķΛred t h ld a ma::rΛcķla::Λ n cer::ΛfΛca::e. Ma::rΛcķla::Λ n e¤am:: are theref re hΛgh-::::ake and s::re::::fķl. In 1993 the MΛnΛ::::er f Edķca::Λ n app Λn::ed a c mmΛ::::ee t c n::Λder ref rmΛng the ma::rΛcķla::Λ n p lΛcQ. ThΛ:: paper de::crΛbe:: the p lΛ::Λcal and s cΛe::al a::pec:::: f the p lΛcQ ref rm--::he c mple¤Λ::Λe:: f tran::la::Λng p lΛcQ in:: e erQdaQ prac::Λce and f re:: l Λng c n::radΛc:: rQ dQnamΛc::. Da::a ere ga::hered thr ķgh par::ΛcΛpan:: b::er a::Λ n f c mmΛ::::ee mee::Λng::: in::er Λe :: Λ::h c mmΛ::::ee member::, the MΛnΛ::::er f Edķca::Λ n, hΛgh-le el ffΛcΛal::, prΛncΛpal::, teacher::, paren::::, and ::ķden::::; and d cķmen:: analQ::Λ::. The paper f cķ::e:: n the dependence f sQ::::emΛc ref rm n the in::erac::Λ n am ng se eral an::eceden:: c ndΛ::Λ n:: and fac:: r:: in the p lΛcQmakΛng pr ce:::: (::Λme, in::erac::Λ nal sQnchr nQ, and c mmΛ::men::) and the sQnerge::Λc effec:::: f dΛfferen:: m de:: f implemen::a::Λ n. Al::h ķgh a:: ne p Λn:: c n::en::ķ:: seemed una::::aΛnable, the c mmΛ::::ee engaged in a delΛbera::Λ n pr ce:::: tha:: ended in c n::en::ķ::, reflec::Λng c mpr mΛ::e and a prac::ΛcalΛ::Q e::hΛc. The c mmΛ::::ee ad p::ed t c mplemen::arQ m de:: f implemen::a::Λ n: (1) the re lķ::Λ narQ m de, in hΛch cen::ralΛΛed aķ::h rΛ::Q de::Λgna::e:: a na::Λ nal l ::::erQ tha:: decΛde:: hΛch three sķbjec:: area:: Λll n :: be te::::ed; and (2) the e lķ::Λ narQ m de, in hΛch 22 hΛgh sch l:: par::ΛcΛpa::e in an ng Λng c n::ķl::a::Λ n pΛl :: pr gram. (C n::aΛn:: eΛgh:: reference:: and ne fΛgķre). (LMI)

ED 408 653   EA 028 346

Sedd n, TerrΛ, Ed.
PaQ, Pr fe::::Λ nalΛ::m, and P lΛ::Λc::: Ref rmΛng Teacher::, Ref rmΛng Edķca::Λ n. Aķ::::ralΛan Edķca::Λ n Re Λe N . 37.
PUB DATE- 96
NOTE- 222p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D cķmen:: N :: Λ aΛlable fr m EDRS.
PUB TYPE- B k:: (010),OpΛnΛ n::/Per:: nal VΛe p Λn::::/P ::Λ::Λ n Paper::/E::::aQ:: (120)
DESCRIPTORS- Elemen::arQ Sec ndarQ Edķca::Λ n; F reΛgn C ķn::rΛe::; Lab r Demand::; *Lab r F rce De el pmen::; Lab r Rela::Λ n::; Neg ::Λa::Λ n Impa::::e::; *P lΛcQ F rma::Λ n; *P lΛ::Λc:: f Edķca::Λ n; Pr fe::::Λ nal TraΛnΛng; *Reñard::; TeachΛng (Occķpa::Λ n); *TraΛnΛng Λll ance::; UnΛ n::
IDENTIFIERS- *Aķ::::ralΛa

In the la::e 1980:: a ne c ncep:: en::ered the edķca::Λ nal le¤Λc n in Aķ::::ralΛa--"a ard re::::rķc::ķrΛng," r paΛd traΛnΛng lea e f r teacher::. H e er, bQ 1993 the term had dΛ::appeared fr m pķblΛc vΛe . Wha:: began a:: a ne p lΛ::Λc:: f rk de el ped in:: a c mple¤ deba::e ab ķ:: g ernance and leader::hΛp in Aķ::::ralΛan edķca::Λ n. ThΛ:: b k d cķmen:::: b ::h the pķblΛc and le:::: vΛ::Λble pr ce::::e:: in teacher-a ard re::::rķc::ķrΛng. The b k pre::en:::: the vΛe :: f s::a::e g ernmen:: teacher empl Qer::, teacher unΛ n ffΛcΛal::, and academΛc:: in edķca::Λ n, and e alķa::e:: the ķ::c me:: and the l ng-::erm sΛgnΛfΛcance f the m emen::. Chap::er:: inclķde the f ll Λng: (1) "Appr achΛng Teacher Λ ard Re::::rķc::ķrΛng" (TerrΛ Sedd n); (2) "The C n::e:::: f Teacher Λ ard Re::::rķc::ķrΛng" (TerrΛ Sedd n); (3) "Teacher Λ ard Re::::rķc::ķrΛng in Ne S ķ::h Wale::" (Ge ff Bald Λn and Fen:: n Sharpe); (4) "Λ ard Re::::rķc::ķrΛng--::he TeachΛng Pr fe::::Λ n" (Sharan Bķrr); (5) "Λ ard Re::::rķc::ķrΛng in Sch l::: Edķca::Λ nal IdealΛ::m Ver::ķ:: P lΛ::Λcal Pragma::Λ::m" (Ma¤ ΛngΛķ::); (6) "Λ ard Re::::rķc::ķrΛng: Λ Ca::alQ:::: in the E lķ::Λ n f Teacher Pr fe::::Λ nalΛ::m " (Barbara Pre:::: n); and (7) "Wha::e er

Adey, Philip S.
Factors Influencing Uptake of a Large Scale Curriculum Innovation.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Evaluation Criteria; Foreign Countries; Inservice Education; *Instructional Effectiveness; *Professional Continuing Education; *Professional Development; Program Effectiveness; Program Evaluation; Science Education; Training Methods
IDENTIFIERS- *Process Product Research; *United Kingdom

Educational research has all too often failed to be implemented on a large-scale basis. This paper describes the multiplier effects of a professional development program for teachers and for trainers in the United Kingdom, and how that program was developed, monitored, and evaluated. Cognitive Acceleration through Science Education (CASE) is a program for students in grades 6-9 that focuses on cognitive conflict and metacognition and that has a track record of long-term increases in student academic achievement. The CASE method involves a significant change in professional practice by most teachers. CASE uses a model of continuing professional development (CPD) that includes coaching, working with whole departments in schools, and integrating both practical and theoretical elements. The critical outcome measure in the evaluation of the CASE professional development program is student achievement. The paper also assesses the extent to which teachers actually used the CASE innovation in their classes (level of use). Data were gathered from interviews with and a questionnaire of teacher cohorts for the years 1991-93 (over 100 teachers from 13 schools) and 1994-96 (88 teachers from 11 schools). The study also conducted interviews with principals and heads of science departments or program coordinators at each school. The study found that teachers' commitment and level of use were significantly greater in schools where there was a unity of vision between the principal and the head of the science department; that teachers' level of use was significantly related to the presence of at least one person who was deeply committed to making the innovation work in that school; and that there was a greater sense of staff ownership in schools where the science department head had adopted CASE for staff-development purposes or because of a belief in the value of children's thinking, and where there was a formal structure for regular discussion. Five figures and one table are included. (Contains 15 references.) (LMI)

ED 408 673 EA 028 399

To Lead Education Reform: An Appraisal of the Oregon Department of Education. No. 97-37.
PUB DATE- 28 Apr 97
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Organization; Cost Effectiveness; Educational Finance; Elementary Secondary Education; Financial

pr fe‼‼Λ nal c mmǗnΛca‼Λ n; (3) re‼p ndΛng t b ‼h indΛ ΛdǗal‼' pr fe‼‼Λ nal de el pmen‼ need‼ and th ‼e f the s‼aff a‼ a h le; (4) seekΛng e¤‼ernal affΛrma‼Λ n and a ΛdΛng e¤‼ernal threa‼; (5) enc ǗragΛng par‼ΛcΛpa‼Λ n and de‼ermΛnΛng Ǘ‼c me‼; and (6) c n‼r llΛng decΛ‼Λ n makΛng and enc ǗragΛng teacher c n‼rΛbǗ‼Λ n‼. The paper ffer‼ t e¤ample‼ f h the head‼eacher crea‼Λ elQ c ped Λ‼h the pre‼‼Ǘre‼ f head‼hΛp: fΛr‼‼, t tran‼f rm e¤‼ernal regǗla‼Λ n in‼ a re‼ Ǘrce and t enhance her c n‼r l, and sec nd, t acc mplΛ‼h an accep‼able self-Λden‼Λ‼Q in c n‼‼raΛned cΛrcǗm‼‼ance‼. (C n‼aΛn‼ 23 reference‼.) (LMI)

ED 408 690 EA 028 426

Fleener, M. JaQne; P Ǘrda d, R land G.

Sch l Ref rm: DΛal gΛc C mmǗnΛ‼Q a‼ a MedΛǗm f r Reflec‼Λ n‼, CrΛ‼ΛqǗe, and Change.

PUB DATE- Mar 97

NOTE- 24p.; Paper pre‼en‼ed a‼ the AnnǗal Mee‼Λng f the AmerΛcan EdǗca‼Λ nal Re‼earch A‼‼ cΛa‼Λ n (ChΛcag , IL, March 24-28, 1997).

LANGUAGE- EnglΛ‼h

EDRS PrΛce- MF01/PC01 PlǗ‼ P ‼‼age.

PUB TYPE- OpΛnΛ n‼/Per‼ nal VΛe p Λn‼‼/P ‼Λ‼Λ n Paper‼/E‼‼aQ‼ (120),Speeche‼, C nference Paper‼, "Paper‼ Pre‼en‼ed a‼..." (150)

DESCRIPTORS- *EdǗca‼Λ nal Change; EdǗca‼Λ nal En Λr nmen‼; Elemen‼arQ Sec ndarQ EdǗca‼Λ n; Inf rmal OrganΛΛa‼Λ n; OrganΛΛa‼Λ nal Change; OrganΛΛa‼Λ n‼ (Gr Ǘp‼); *S cΛal Change; S cΛal In‼egra‼Λ n; *S cΛal S‼rǗc‼Ǘre; *S cΛal SQ‼‼em‼; SQ‼‼em‼ Appr ach

IDENTIFIERS- *AǗ‼ p Λe‼Λ‼; *Ma‼Ǘrana (HǗmber‼)

The edǗca‼Λ n lΛ‼era‼Ǘre ha‼ n ‼ adeqǗa‼elQ c n‼Λdered the n ‼Λ n f change a‼ ‼‼‼ m ‼‼ fǗndamen‼al le el. ThΛ‼ paper c n‼Λder‼ n ‼Λ n‼ f in‼‼Λ‼Ǘ‼Λ nal r s cΛal change fr m the n‼ l gΛcal per‼pec‼Λ e f H. R. Ma‼Ǘrana. The pa‼‼ern f rganΛΛa‼Λ n in lΛ Λng sQ‼‼em‼ i‼ defΛned bQ Ma‼Ǘrana and Varela (1980) a‼ "aǗ‼ p Λe‼Λ‼," a c Λned term hΛch ha‼ three par‼‼‼: (1) cl ‼ed, self-b Ǘnded and aǗ‼ n m Ǘ‼; (2) self-genera‼Λng; and (3) self-perpe‼Ǘa‼Λng. AǗ‼ p Λe‼Λ‼ i‼ f Ǘnda‼Λ nal n ‼ nlQ t Ǘnder‼‼andΛng the dQnamΛc na‼Ǘre f hǗman in‼erac‼Λ n‼ bǗ‼ al‼ t e¤amΛnΛng the p ‼en‼Λal f dΛal gΛc c mmǗnΛ‼Q f r affec‼Λng sQ‼‼emΛc sch l ref rm. The paper e¤pl re‼ he‼her s cΛal s‼rǗc‼Ǘre‼, lΛke sch l‼, are them‼el e‼ lΛ Λng s‼rǗc‼Ǘre‼. I‼ delΛnea‼e‼ the p ‼Λ‼Λ n‼ f Ma‼Ǘrana, F. Varela, and N. LǗhmann, and take‼ Ma‼Ǘrana'‼ p ‼Λ‼Λ n tha‼ s cΛal s‼rǗc‼Ǘre‼ are n ‼ them‼el e‼ lΛ Λng sQ‼‼em‼ bǗ‼ the medΛǗm in hΛch hǗman‼, a‼ sec nd- rder aǗ‼ p Λe‼Λc sQ‼‼em‼, pera‼e. FΛnallQ, the paper e¤pl re‼ h Ǘnder‼‼andΛng the c mple¤ rela‼Λ n‼hΛp‼ am ng indΛ ΛdǗal‼ Λ‼h theΛr en Λr nmen‼, inclǗdΛng f rmΛng dΛal gΛc c mmǗnΛ‼Λe‼, maQ enhance the abΛlΛ‼Q f teacher‼ t dΛrec‼ and par‼ΛcΛpa‼e in the reneg ‼Λa‼Λ n and e¤pl ra‼Λ n f al‼erna‼Λ e f rm‼ f s cΛal in‼‼Λ‼Ǘ‼Λ n‼ lΛke sch l‼. OnlQ Λ‼h a be‼‼er Ǘnder‼‼andΛng f the rela‼Λ n‼hΛp be‼ñeen indΛ ΛdǗal‼ and s cΛal s‼rǗc‼Ǘre‼ can pe ple begΛn t addre‼‼ the qǗe‼‼Λ n ab Ǘ‼ h t affec‼ change. (C n‼aΛn‼ 21 reference‼.) (LMI)

ED 408 691 EA 028 428

F ler, WΛllΛam J., Jr., Ed.

Selec‼ed Paper‼ in Sch l FΛnance, 1995.

PUB DATE- MaQ 97

NOTE- 118p.

pr Λde e‼‼Λma‼e‼ f teacher a‼‼rΛ‼Λ n ra‼e‼; e¤amΛne the charac‼erΛ‼‼Λc‼ f th ‼e h s‼aQ in the teachΛng pr fe‼‼Λ n and th ‼e h lea e; b‼aΛn da‼a n cc¥pa‼Λ n‼ r ‼her ac‼Λ Λ‼Λe‼ f r th ‼e h lea e teachΛng and career inf rma‼Λ n f r th ‼e h are s‼Λll teachΛng; upda‼e inf rma‼Λ n n ed¥ca‼Λ n, ‼her traΛnΛng, and career plan‼; and c llec‼ da‼a n a‼‼Λ‼¥de‼ ab ¥‼ the teachΛng pr fe‼‼Λ n and j b sa‼Λ‼fac‼Λ n. S me hΛghlΛgh‼‼ f ll : The a‼‼rΛ‼Λ n ra‼e fr m the teachΛng pr fe‼‼Λ n be‼ñeen 1993-94 and 1994-95 a‼ 6.6 percen‼ in p¥blΛc sch l‼ and 11.9 percen‼ in prΛ a‼e sch l‼. Teacher a‼‼rΛ‼Λ n varΛed bQ teacher'‼ age. The t maΛn rea‼ n‼ cΛ‼ed bQ p¥blΛc sch l teacher‼ f r lea Λng the teachΛng pr fe‼‼Λ n ere re‼Λremen‼ and pregnancQ/chΛld rearΛng; prΛ a‼e sch l teacher‼ rep r‼ed tha‼ theQ lef‼ t p¥r‼¥e an ‼her career r beca¥‼e f a famΛlQ r per‼ nal m e. NΛne‼een table‼ are incl¥ded. AppendΛce‼ c n‼aΛn 15 s‼andard err r table‼, c pΛe‼ f the Teacher F ll ¥p S¥r eQ‼ (f r f rmer and f r c¥rren‼ teacher‼), and a lΛ‼‼ f SASS and TFS da‼a pr d¥c‼‼. (LMI)

ED 408 709 EA 028 454

D¥dleQ, JanΛce; VΛd Λch, Le‼leQ
The P lΛ‼Λc‼ f Ed¥ca‼Λ n: C mm n eal‼h Sch l‼ P lΛcQ, 1973-1995. A¥‼‼ralΛan Ed¥ca‼Λ n Re Λe N . 36.
PUB DATE- 95
NOTE- 226p.
LANGUAGE- EnglΛ‼h
EDRS PrΛce- D c¥men‼ N ‼ A aΛlable fr m EDRS.
PUB TYPE- B k‼ (010)
DESCRIPTORS- CapΛ‼alΛ‼m; *Ed¥ca‼Λ nal Ec n mΛc‼; *Ed¥ca‼Λ nal P lΛcQ; EffΛcΛencQ; Elemen‼arQ Sec ndarQ Ed¥ca‼Λ n; F reΛgn C ¥n‼rΛe‼; Free En‼erprΛ‼e SQ‼‼em; HΛgher Ed¥ca‼Λ n; *Ide l gQ; *P lΛcQ F rma‼Λ n; *P lΛ‼Λc‼ f Ed¥ca‼Λ n; Re‼ ¥rce All ca‼Λ n
IDENTIFIERS- *A¥‼‼ralΛa

F¥ndamen‼al change‼ t k place in A¥‼‼ralΛan ed¥ca‼Λ n p lΛcQ d¥rΛng the perΛ d fr m the earlQ 1970‼ t the 1990‼. The‼e change‼ ere paralleled bQ the e‼‼ablΛ‼hmen‼ and ab lΛ‼Λ n f the Sch l‼ C mmΛ‼‼Λ n (1973-88). The e‼‼ablΛ‼hmen‼ f the Sch l‼ C mmΛ‼‼Λ n marked a perΛ d in A¥‼‼ralΛan p lΛ‼Λc‼ hen ed¥ca‼Λ n a‼ a prΛ rΛ‼Q. The Sch l‼ C mmΛ‼‼Λ n a‼ a ca‼¥al‼Q f the Ha ke Lab r G ernmen‼'‼ mΛcr -ec n mΛc ref rm, hΛch acc mpanΛed a trend t ard ec n mΛc ra‼Λ nalΛ‼m and h¥man capΛ‼al the rΛe‼. The rΛ‼e and fall f the Sch l‼ C mmΛ‼‼Λ n pr Λde‼ an e¤ample f the change‼ tha‼ cc¥rred in the ide l gΛcal legΛ‼Λma‼Λ n‼ f ed¥ca‼Λ n p lΛcQ d¥rΛng the perΛ d--fr m ed¥ca‼Λ n f r eq¥Λ‼Q t ed¥ca‼Λ n f r effΛcΛencQ; fr m s cΛal dem cracQ t ec n mΛc ra‼Λ nalΛ‼m. The b k i‼ rganΛΛed in‼ three sec‼Λ n‼. The fΛr‼‼ sec‼Λ n e¤amΛne‼ p¥blΛc p lΛcQ in A¥‼‼ralΛa Λ‼h a f c¥‼ n the p lΛ‼Λcal and ide l gΛcal dΛmen‼Λ n‼. I‼ dΛ‼c¥‼‼e‼ the in‼erac‼Λ n be‼ een p lΛ‼Λc‼ and ide l gQ, and the manner in hΛch ide l gQ frame‼ the p lΛ‼Λcal and the p lΛcQ decΛ‼Λ n-makΛng pr ce‼‼, lΛmΛ‼‼ the legΛ‼Λma‼e p lΛcQ p‼Λ n‼ under c n‼Λdera‼Λ n, and shape‼ the p lΛcQ-makΛng pr ce‼‼ i‼‼elf. The sec nd sec‼Λ n ffer‼ a ca‼e s‼¥dQ f the emergence and declΛne f the Sch l C mmΛ‼‼Λ n. The fΛnal sec‼Λ n e¤amΛne‼ C mm n eal‼h p lΛcQ dΛrec‼Λ n‼ f r ed¥ca‼Λ n and traΛnΛng in the p ‼‼-1987 perΛ d in b ‼h c mp¥l‼ rQ and p ‼‼-c mp¥l‼ rQ sch lΛng, and in hΛgher ed¥ca‼Λ n. One fΛg¥re, three table‼, and an inde¤ are incl¥ded. (C n‼aΛn‼ 299 reference‼.) (LMI)

ED 408 710 EA 028 456

Br k::hΛre, R ber:: H.
In::r dǩc::Λ n t Neǩr genΛc C mmǩnΛca::Λ n DΛ:: rder::. FΛf::h EdΛ::Λ n.
PUB DATE- 97
NOTE- 490p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D cǩmen:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),GǩΛde::/Me::h d::/TechnΛqǩe:: (F r
  Prac::Λ::Λ ner::) - N n-Cla::::r m U::e (F r AdmΛnΛ::::ra::Λ e and
  Sǩpp r:: S::aff, and f r Teacher::, Paren::::, ClergQ, e::c. in N n-
  Cla::::r m sΛ::ǩa::Λ n::) (055)
DESCRIPTORS- Adǩl::::; Apha::Λa; ClΛnΛcal DΛagn ::Λ::; *C mmǩnΛca::Λ n
  DΛ:: rder::; *E::Λ l gQ; E alǩa::Λ n Me::h d::; Head InjǩrΛe::;
  *In::er en::Λ n; *Neǩr l gΛcal ImpaΛrmen::::; Oǩ::c me:: f
  Trea::men::; S::aff R le; *SQmp:: m:: (IndΛ Adǩal DΛ:: rder::);
  Team rk
IDENTIFIERS- Demen::Λa; DQ::ar::hrΛa
  ThΛ:: b k pr Λde:: an er Λeñ f the caǩ::e:: and sQmp:: m::, and the tQpΛcal c ǩr::e::, trea::men::::, and ǩ::c me:: f neǩr genΛc c mmǩnΛca::Λ n dΛ:: rder::. Chap::er 1 re Λe :: the hǩman ner ǩ:: sQ::::em and neǩr l gΛc caǩ::e:: f adǩl:: c mmǩnΛca::Λ n dΛ:: rder::. Chap::er 2 dΛ::cǩ::::e:: the neǩr l gΛc a::::e::::men:: and arrΛ Λng a:: a dΛagn ::Λ::, inclǩdΛng the neǩr l gΛ::::':: u::e f the pa::Λen::':: cǩrren:: c mplaΛn:::: and medΛcal hΛ:::: rQ, the neǩr l gΛc e¤amΛna::Λ n, and the re::ǩl:::: f lab ra:: rQ te::::::. Chap::er 3 addre::::e:: the s::ep:: f r a::::e::::Λng neǩr genΛc c mmǩnΛca::Λ n impaΛrmen::::: (1) re ΛeñΛng inf rma::Λ n f ǩnd in referral d cǩmen:::: and medΛcal rec rd::; (2) e alǩa::Λng the c n::eqǩence:: f braΛn damage; and (3) in::er Λe Λng and te::::Λng the pa::Λen::. Chap::er 4 dΛ::cǩ::::e:: a::::e::::men:: f apha::Λa and rela::ed dΛ:: rder::, inclǩdΛng h t a::::e:::: langǩage and c mmǩnΛca::Λ n, aǩdΛ:: rQ c mprehen::Λ n, readΛng, speech pr dǩc::Λ n, and rΛ::::en e¤pre::::Λ n. The effec:::: f managed care n the a::::e::::men:: f neǩr genΛc c mmǩnΛca::Λ n dΛ:: rder:: are al:: dΛ::cǩ::::ed. Chap::er 5 de::crΛbe:: the r le:: tha:: dΛfferen:: pr fe::::Λ nal:: plaQ in rkΛng n trea::men:: team::, general charac::erΛ::::Λc:: f trea::men:: se::::Λ n::, adjǩ::::Λng trea::men:: ta::k:: t the pa::Λen::::, and h clΛnΛcΛan:: decΛde ha:: t trea::. Chap::er:: 6 thr ǩgh 10 f cǩ:: n the trea::men:: f specΛfΛc dΛ:: rder::, inclǩdΛng apha::Λa and rela::ed dΛ:: rder::, rΛgh:: hemΛ::phere sQndr me, traǩma::Λc braΛn injǩrQ, demen::Λa, and dQ::ar::hrΛa. An appendΛ¤ defΛne:: s::andard medΛcal abbre Λa::Λ n:: and a gl ::::arQ Λ:: inclǩded. (C n::aΛn:: er 500 reference::.) (CR)

ED 408 729   EC 305 600

S::r ck, Margare::
Ob::e::::Λ e-C mpǩl::Λ e DΛ:: rder. Re Λ::ed.
PUB DATE- Sep96
NOTE- 24p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Plǩ:: P ::::age.
PUB TYPE- GǩΛde::/Me::h d::/TechnΛqǩe:: (F r Prac::Λ::Λ ner::) - N n-
  Cla::::r m U::e (F r AdmΛnΛ::::ra::Λ e and Sǩpp r:: S::aff, and f r
  Teacher::, Paren::::, ClergQ, e::c. in N n-Cla::::r m sΛ::ǩa::Λ n::)
  (055)
DESCRIPTORS- *Beha Λ r DΛ:: rder::; *Beha Λ r M dΛfΛca::Λ n;
  *DΛ::abΛlΛ::Q Iden::ΛfΛca::Λ n; *Drǩg TherapQ; IncΛdence;
  In::er en::Λ n; Men::al DΛ:: rder::; *Neǩr l gΛcal ImpaΛrmen::::;
  Oǩ::c me:: f Trea::men::; *SQmp:: m:: (IndΛ Adǩal DΛ:: rder::)
IDENTIFIERS- *Ob::e::::Λ e C mpǩl::Λ e Beha Λ r
  ThΛ:: b kle:: pr Λde:: an er Λe f the caǩ::e::, sQmp:: m::, and incΛdence f b::e::::Λ e-c mpǩl::Λ e dΛ:: rder (OCD) and addre::::e:: the keQ fea::ǩre:: f OCD, inclǩdΛng b::e::::Λ n::, c mpǩl::Λ n::, realΛΛa::Λ n:: f sen::ele::::ne::::, re::Λ::::ance, and shame and

century (to 1965). An appendix provides excerpts from legal papers concerning the establishment of a specific asylum for the blind at Benares. (Contains approximately 300 references.) (DB)

ED 408 748 EC 305 619

Brigham, Frederick J.; Cole, Jane E.
Selective Mutism: Definition, Issues, and Treatment.
PUB DATE- Apr 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; *Communication Disorders; Definitions; *Disability Identification; *Emotional Disturbances; Evaluation Criteria; *Intervention; Meta Analysis; *Outcomes of Treatment; Research Utilization; Theory Practice Relationship
IDENTIFIERS- *Elective Mutism

This paper reviews definitions and issues in selective mutism in children and summarizes results of intervention studies conducted and published since 1982. Definitions and diagnostic criteria of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) (1994)" and the World Health Organization's "The ICD-10 Classification of Mental and Behavioral Disorders" (ICD-10) (1992) are provided. The paper briefly examines the following issues in definition and identification: amount of persistence necessary for diagnosis of selective mutism; relationship of selective mutism to extreme shyness; and effects of mutism on educational and social development. Twenty-seven original intervention studies are analyzed and summarized in 4 groupings: (1) behavioral treatments (9 studies, 13 children); (2) psychotherapy (8 studies, 11 children); (3) medical treatments (4 studies, 18 children); (4) mixed treatments (6 studies, 26 children). Summaries include information on sex distribution, definitions used, age distribution, types of assessment, and reported effectiveness. A summary of recommendations from the intervention studies concludes the paper. (Contains 32 references.) (DB)

ED 408 749 EC 305 620

Marquart, Jules M.; And Others
Making the Whole More than the Sum of the Parts: Challenges in a Mixed Method Study of Inclusion.
PUB DATE- Mar 97
NOTE- 22p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; *Inclusive Schools; Interviews; Mainstreaming; Preschool Education; *Qualitative Research; Questionnaires; *Research Design; *Research Methodology; Statistical Analysis; Surveys

The methodology of using a mixed qualitative and quantitative pa※※Λng f legΛ※la※Λ n manda※Λng an "appr prΛa※e" free p¥blΛc ed¥ca※Λ n Λ※h pr ced¥ral d¥e pr ce※※, indΛ ΛdΛ¥alΛΛed ed¥ca※Λ n pr gram※, and lea※※ re※※rΛc※Λ e en Λr nmen※. O erall, the legΛ※la※Λ n reflec※ed a maj r change in p lΛcQ, fr m c ngrega※Λng s※¥den※※ Λ※h specΛal need※ t maΛn※※reamΛng and incl¥※Λ n. Al※ men※Λ ned a※ infl¥encΛng the p lΛcQ change※ are charΛ※ma※Λc ad ca※e※ (※¥ch a※ W lf W lfen※berger, FrederΛck WeΛn※ra¥b, and Ll Qd D¥nn), p lΛcQ de el pmen※ and legΛ※la※Λ n in b ※h Canada and the UnΛ※ed S※a※e※, and the de el pmen※ f De el pmen※al Cen※er※ and EarlQ ChΛldh d In※er en※Λ n Pr gram※. The paper then l k※ a※ emergΛng p lΛcΛe※ in the f ll Λng area※: ec n mΛc※, pr fe※※Λ nal s※affΛng, ad cacQ, techn l gQ, dΛ er※Λ※Q, and in※egra※ed ser Λce delΛ erQ. C n※aΛn※ 16 reference※. (DB)

ED 408 767 EC 305 638

S Λ※ΛkQ, Har eQ N.
The Ed¥ca※Λ nal MeanΛng f Men※al Re※arda※Λ n: T ard a M re Helpf¥l C n※※r¥c※. Men※al Re※arda※Λ n and the Neglec※ed C n※※r¥c※ f M ※Λ a※Λ n.
PUB DATE- 97
NOTE- 7p.; Paper pre※en※ed a※ the Ann¥al C n en※Λ n f the C ¥ncΛl f r E¤cep※Λ n ChΛldren (75※h, Sal※ Lake CΛ※Q, UT, AprΛl 9-13, 1997).
LANGUAGE- EnglΛ※h
EDRS PrΛce- MF01/PC01 Pl¥※ P ※※age.
PUB TYPE- OpΛnΛ n※/Per※ nal VΛeñp Λn※※/P ※Λ※Λ n Paper※/E※※aQ※ (120),Speeche※, C nference Paper※, "Paper※ Pre※en※ed a※..." (150)
DESCRIPTORS- C gnΛ※Λ e S※Qle; *DefΛnΛ※Λ n※; Ed¥ca※Λ nal P※Qch l gQ; Elemen※arQ Sec ndarQ Ed¥ca※Λ n; LearnΛng S※ra※egΛe※; *Men※al Re※arda※Λ n; Me※ac gnΛ※Λ n; *M ※Λ a※Λ n; *Self M ※Λ a※Λ n; S※¥den※ M ※Λ a※Λ n

ThΛ※ paper e¤amΛne※ the r le f m ※Λ a※Λ n in the aQ men※al re※arda※Λ n Λ※ defΛned and trea※ed. I※ re Λe ※ e Λdence tha※ men※al re※arda※Λ n in l e※ a m ※Λ a※Λ nal self-※Q※※em and a self-reg¥la※ rQ infl¥ence hΛch, in※erac※Λng Λ※h c gnΛ※Λ e and me※ac gnΛ※Λ e fac※ r※, re※¥l※ in ineffΛcΛen※ learnΛng. I※ s¥gge※※※ tha※ indΛ ΛdΛ¥al※ Λ※h men※al re※arda※Λ n are charac※erΛΛed bQ ta※k e¤※rΛn※Λc ra※her than ta※k in※rΛn※Λc m ※Λ a※Λ n. S¥ch ta※k e¤※rΛn※Λc fac※ r※ mΛgh※ incl¥de e¤※ernal re ard※, safe※Q, a Λdance f ※※re※※f¥l r an¤Λ ¥※ sΛ※¥a※Λ n※, sec¥rΛ※Q, and a Λdance f faΛl¥re e¤perΛence※. Cl ※elQ rela※ed Λ※ re※earch sh Λng tha※ pe ple Λ※h men※al re※arda※Λ n ha e defΛcΛen※ effec※ance m ※Λ a※Λ n r ma※※erQ m ※Λ a※Λ n. The ed¥ca※Λ nal pr blem Λ※ seen t cen※er n p※ΛmΛΛΛng ¥※c me perf rmance※ bQ increa※Λng s※¥den※※' in※rΛn※Λc m ※Λ a※Λ n and the in※erac※Λ n f m ※Λ a※Λ nal pr ce※※e※ Λ※h c gnΛ※Λ e pr ce※※e※. Teacher※ are urged t c n※Λder the implΛca※Λ n※ f the the rQ f m ※Λ a※Λ nal rΛen※a※Λ n f r cla※※r m prac※Λce. C n※aΛn※ 24 reference※. (DB)

ED 408 768 EC 305 639

Her※heQ, Alan M.; And O※her※
Par※ner※ in Pr gre※※: EarlQ S※ep※ in Crea※Λng Sch l-※ -W rk SQ※※em※. E¤ec¥※Λ e S¥mmarQ.
SPONS. AGENCY- Depar※men※ f Ed¥ca※Λ n, Wa※hΛng※ n, DC. PlannΛng and E al¥a※Λ n Ser Λce.
PUB DATE- Apr 97
NOTE- 19p.
LANGUAGE- EnglΛ※h
EDRS PrΛce- MF01/PC01 Pl¥※ P ※※age.

addre:::e:: rkΛng Λ::h ad le::cen::: Λ::h em ::Λ nal and beha Λ r dΛ:: rder::, incl¥dΛng h t de el p effec::Λ e beha Λ ral change pr gram::, and pre::en::: an ideal v ca::Λ nal plannΛng m del. O::her chap::er:: de::crΛbe s::ra::egΛe:: f r rkΛng Λ::h famΛlΛe:: f s::¥den::: Λ::h dΛ::abΛlΛ::Λe:: and the unΛq¥e i:::¥e:: tha:: the::e famΛlΛe:: face, career plannΛng Λ::hΛn the c n::e¤:: f dΛ er::e, m¥l::Λc¥l::¥ral se:::Λng::, and plannΛng an indΛ Λd¥al v ca::Λ nal de el pmen:: pr gram. The NOICC c mpe::encΛe:: and indΛca:: r:: f r elemen::arQ, mΛddle sch l, and hΛgh sch l s::¥den::: and ad¥l::: are reprΛn::ed in the appendΛce::. (Each chap::er c n::aΛn:: reference::.) (CR)

ED 408 785 EC 305 666

Nebra::ka SpecΛal Ed¥ca::Λ n S::a::Λ:::Λcal Rep r::, 1996-97. SESIS Inf rma::Λ n.
SPONS. AGENCY- OffΛce f SpecΛal Ed¥ca::Λ n and RehabΛlΛ::a::Λ e Ser Λce:: (ED), Wa::hΛng:: n, DC.
PUB DATE- 97
NOTE- 127p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC06 Pl¥:: P :::age.
PUB TYPE- N¥merΛcal/Q¥an::Λ::a::Λ e Da::a (110),Te:::, Q¥e:::Λ nnaΛre::, E al¥a::Λ n In:::r¥men::: (160)
DESCRIPTORS- Da::a C llec::Λ n; DelΛ erQ SQ:::em::; *DΛ::abΛlΛ::Λe::; *DΛ::abΛlΛ::Q Iden::ΛfΛca::Λ n; EarlQ ChΛldh d Ed¥ca::Λ n; Ed¥ca::Λ nal Trend::; Elemen::arQ Sec ndarQ Ed¥ca::Λ n; HearΛng ImpaΛrmen:::; *IncΛdence; PrΛ a::e Ed¥ca::Λ n; P¥blΛc Ed¥ca::Λ n; Reg¥lar and SpecΛal Ed¥ca::Λ n Rela::Λ n::hΛp; *Ser Λce::; *SpecΛal Ed¥ca::Λ n; S::a::e S¥r eQ::; S::¥den:: A:::rΛ::Λ n; *S::¥den:: Placemen::; Table:: (Da::a); Tran::Λ::Λ nal Pr gram::; Trend AnalQ::Λ::; VΛ::¥al ImpaΛrmen:::
IDENTIFIERS- *Nebra::ka

ThΛ:: rep r:: pre::en::: s::a::Λ:::Λcal inf rma::Λ n n the 40,570 chΛldren Λ::h dΛ::abΛlΛ::Λe:: in Nebra::ka specΛal ed¥ca::Λ n pr gram::. The f ll Λng da::a are incl¥ded: (1) specΛal ed¥ca::Λ n chΛld c ¥n:: a:: f December 1, 1996, bQ chΛld'::age, dΛ::abΛlΛ::Q, race, and e::hnΛcΛ::Q; (2) chΛldren Λ::h dΛ::abΛlΛ::Λe:: in n np¥blΛc sch l:: bQ age, dΛ::abΛlΛ::Q, and c ¥n::Q; (3) chΛldren Λ::h dΛ::abΛlΛ::Λe:: h are ard:: f the s::a::e r the c ¥r:: bQ age, dΛ::abΛlΛ::Q, and c ¥n::Q; (4) pr gram pr Λder:: and the age and dΛ::abΛlΛ::Q f the chΛldren theQ ser e; (5) in:::r¥c::Λ nal se:::Λng:: f chΛldren Λ::h dΛ::abΛlΛ::Λe:: bQ dΛ::abΛlΛ::Q and age; (6) tΛme in specΛal ed¥ca::Λ n bQ dΛ::abΛlΛ::Q, age, and in:::r¥c::Λ nal se:::Λng; (7) ser Λce:: pr Λded bQ dΛ::abΛlΛ::Q and age; (8) me::h d f in:::r¥c::Λ n and readΛng m de f r chΛldren Λ::h vΛ::¥al and hearΛng impaΛrmen:::; (9) chΛld c ¥n:: bQ c ¥n::Q; (10) chΛld c ¥n:: bQ sch l dΛ:::rΛc::; (11) chΛldren Λ::h dΛ::abΛlΛ::Λe:: aged bΛr::h thr ¥gh fΛ e bQ age, dΛ::abΛlΛ::Q, and sch l dΛ:::rΛc::; and (12) n¥mber and tran::Λ::Λ n age f chΛldren Λ::h dΛ::abΛlΛ::Λe:: aged 16-21 bQ age, dΛ::abΛlΛ::Q, and sch l dΛ:::rΛc::. The rep r:: al:: incl¥de:: hΛ::: rΛcal trend da::a, da::a n the e¤Λ:: rea:: n:: f chΛldren Λ::h dΛ::abΛlΛ::Λe:: h lef:: specΛal ed¥ca::Λ n, and race/e::hnΛcΛ::Q t ::al:: bQ gender and dΛ::abΛlΛ::Q. Da::a c llec::Λ n f rm:: are appended. (CR)

ED 408 786 EC 305 667

H rn, E a M.; And O::her::
M del Dem n:::ra::Λ n Pr jec::: f r Y ¥ng ChΛldren Λ::h DΛ::abΛlΛ::Λe::: 3 2. Pr jec:: BLEND (BegΛnnΛng LearnΛng E¤perΛence:: in De el pmen::allQ Incl¥::Λ e Gr ¥p:: and a:: H me) 1991-1997. FΛnal Rep r::.

DESCRIPTORS- *Behavior Change; *Behavior Problems; *Classroom Techniques; Educational Psychology; Elementary Secondary Education; *Individual Differences; *Leadership; Models; Moral Development; *Student Behavior; Theories
IDENTIFIERS- *Situational Leadership Theory

This paper applies principles of situational leadership theory to the management of student behavior problems. First, it summarizes situational leadership, noting the theory's premise that leaders must consider two important factors to gain acceptance and compliance in managing people--the maturity level of the individuals and the nature of the situation. The paper then explains the different uses of power (punishment, connection, reward, legitimating, personality, information, and expert), and differing management styles (telling, selling, participating, and delegating). The paper then briefly describes the following seven models of behavior management: (1) biophysical, (2) behavioral, (3) humanistic, (4) psychodynamic, (5) ecological, (6) psychoeducational, and (7) cognitive. The paper then goes on to describe the five stages of moral reasoning. The paper suggests that an understanding of the principles of situational leadership, the various models of behavior management, and the development of moral reasoning, can help teachers to adapt their leadership styles and wisely use their power bases to influence and assist students. (Contains 17 references.) (DB)

ED 408 804 EC 305 691

Fuchs, Lynn S.; Mathes, Patricia G.
Peer-Mediated Reading Instruction in Special Education Resource Room Settings. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 91
NOTE- 312p.; Teacher's manuals have been separately analyzed; see EC 305 692-693.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Difficulty Level; *Instructional Effectiveness; Intermediate Grades; Intervention; *Learning Disabilities; *Oral Reading; Participant Satisfaction; *Peer Teaching; Questionnaires; *Reading Difficulties; *Reading Instruction; Remedial Reading; Resource Room Programs; Special Education; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Repeated Readings

This report studied intermediate grade students identified as learning disabled in a resource room setting to examine the effects of adapting repeated reading and sustained reading while manipulating level of text difficulty in a peer-mediated format. Twelve resource room teachers identified 67 students with learning disabilities and reading problems. Teachers then provided either the sustained reading (in which pairs of students read orally to each other), repeated reading (in which pairs of students read each passage three times), or control intervention. Students were assigned randomly to read either instructional or independent level text. Students in each group were trained in each of the classwide peer-mediated reading intervention. The intervention was implemented 3 times a week for 10 weeks. Results suggest that sustained reading within a classwide peer-mediated reading procedure is superior to typical reading instruction for developing fluency. However, neither sustained reading or repeated reading were superior to discussed. Contains 15 references. (MSE)

ED 408 822 FL 024 562

Terdal, Marjorie; And Others
Communicative English Language Teaching in Japanese Universities: Teacher Adaptations.
PUB DATE- Nov 96
NOTE- 22p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (22nd, Japan, November 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; College Instruction; *Communicative Competence (Languages); *Cultural Context; Culture Conflict; Educational Background; *English (Second Language); Foreign Countries; Higher Education; Second Language Instruction; *Sociocultural Patterns; Student Attitudes; Surveys; Teaching Methods
IDENTIFIERS- *Japan

A study investigated the adjustments made in classroom behavior and teaching techniques by western-trained English-as-a-Second-Language (ESL) teachers in Japanese universities. Subjects were 16 instructors at three institutions, all with native or native-like English fluency and all trained in Canadian or United States graduate programs for ESL teachers. Data were gathered through interviews, classroom observation, and audio-recording of observed classes. Results indicate that the teachers made a variety of adaptations to teaching in Japan, with the result that their classrooms were not highly communicative. Most classes were teacher-centered, with Japanese used frequently in group work, and little interaction contributing to English language development. While the texts used were communicative in approach, most classes emphasized meaning over form, despite some teacher feedback focused on form. All classrooms demonstrated adaptations to the Japanese context, with many of the changes suggesting altered teacher expectations. Teachers had devised various means to motivate students, including point systems or other techniques for rewarding participation. No relationship was found between length of teaching experience in Japan and classroom instructional techniques. Implications are discussed. Contains 22 references. (MSE)

ED 408 823 FL 024 563

Renkema, Wim Jan T.
Understanding the Position of Lesser Used Languages in European Educational Systems: The Contribution of Comparative Education.
PUB DATE- 95
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Comparative Education; Cultural Pluralism; Curriculum Design; Educational Research; Ethnicity; Foreign Countries; *Language Research; *Language Role; Language Usage; *Minority Groups; Multilingualism; Regional Characteristics; Research Methodology; *Uncommonly Taught Languages
IDENTIFIERS- *Europe

This study looks at how the methodology of comparative education research has contributed, or not contributed, to understanding the role of minority languages in European education systems.

*Langꝃage R le; Langꝃage SkΛll A::::rΛ::Λ n; M n lΛngꝃalΛ::m; Pre::ch l Edꝃca::Λ n; Sec nd Langꝃage LearnΛng; *SpanΛ::h SpeakΛng; *S::ꝃden:: Charac::erΛ::::Λc::
IDENTIFIERS- UnΛ er::Λ::Q f MΛamΛ FL

A:: the UnΛ er::Λ::Q f MΛamΛ, the BΛlΛngꝃal S::ꝃdQ Gr ꝃp ha:: been e alꝃa::Λng lΛngꝃΛ::::Λc and academΛc perf rmance f chΛldren fr m a br ad spec::rꝃm f s cΛ ec n mΛc s::a::ꝃ:: h appear t be ell-ma::ched acr :::: bΛlΛngꝃal and m n lΛngꝃal gr ꝃp::. Becaꝃ::e the s::ꝃdΛe:: varQ in the degree f e¤p ::ꝃre t EnglΛ::h and SpanΛ::h am ng bΛlΛngꝃal sꝃbjec:::: h are c mpared Λ::h m n lΛngꝃal::, the ꝃ::c me:: are c mple¤. On the h le, re::earch re::ꝃl:::: empha::ΛΛe ad an::age:: f bΛlΛngꝃalΛ::m becaꝃ::e theQ sh tha:: in m ::: ca::e:: f appr prΛa::e c mparΛ:: n, chΛldren learnΛng t langꝃage:: sΛmꝃl::ane ꝃ::lQ acqꝃΛre the abΛlΛ::Q t fꝃnc::Λ n effec::Λ elQ in t cꝃl::ꝃre::. C mpe::en:: fꝃnc::Λ n in t langꝃage:: al:: c mm nlQ ccꝃr:: Λ::h seqꝃen::Λal learner::, chΛldren h learn ne langꝃage a:: h me (L1) and begΛn t acqꝃΛre a sec nd langꝃage (L2) earlQ in lΛfe. ThΛ:: re::earch and re::earch fr m ::her lab ra:: rΛe:: sꝃgge::: tha:: hen p r lΛngꝃΛ::::Λc r academΛc perf rmance d e:: ccꝃr in bΛlΛngꝃal::, i:: maQ be a:::: cΛa::ed Λ::h ha:: ha:: been sꝃb::rac::Λ e seqꝃen::Λal learnΛng, a cΛrcꝃm::::ance here L2 largelQ replace:: L1; kn ledge f L1 i:: all ed t ane, and the learner maQ ne er acqꝃΛre na::Λ e c mpe::ence in L2. A preferable appr ach i:: ne in hΛch c mpe::ence in L1 i:: maΛn::aΛned hΛle L2 i:: acqꝃΛ ed. (Aꝃ::h r/MSE)

ED 408 844 FL 024 600

Erne:::, HarΛ::hΛnΛ M.; G nΛaleΛ, R ::a MarΛa
SancheΛ and Me::Λ Elemen::arQ Sch l::: D :: IdΛ ma::, Un Mꝃnd . Dꝃal Langꝃage Pr jec::. TΛ::le VII FΛr:::-Year E alꝃa::Λ n Rep r::, 1995-96.
PUB DATE- Sep 96
NOTE- 45p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 Plꝃ:: P :::age.
PUB TYPE- Rep r:::: - E alꝃa::Λ e/Fea::ΛbΛlΛ::Q (142)
DESCRIPTORS- AcademΛc AchΛe emen::; AchΛe emen:: GaΛn::; AdmΛnΛ::::ra::Λ e P lΛcQ; Affec::Λ e Objec::Λ e::; *BΛlΛngꝃal Edꝃca::Λ n Pr gram::; Elemen::arQ Edꝃca::Λ n; *EnglΛ::h (Sec nd Langꝃage); Federal AΛd; *LΛmΛ::ed EnglΛ::h SpeakΛng; LΛ::eracQ Edꝃca::Λ n; Ma::hema::Λc:: In::::rꝃc::Λ n; Oꝃ::reach Pr gram::; Paren:: A::::Λ::ꝃde::; Paren:: Par::ΛcΛpa::Λ n; Pr gram Effec::Λ ene::::; Pr gram E alꝃa::Λ n; ReadΛng In::::rꝃc::Λ n; SpanΛ::h; *SpanΛ::h SpeakΛng; S::ꝃden:: A::::Λ::ꝃde::; Sꝃr eQ::
IDENTIFIERS- *Aꝃ::::Λn Independen:: Sch l DΛ::::rΛc:: TX; *T WaQ BΛlΛngꝃal Edꝃca::Λ n

The fΛr:::-Qear e alꝃa::Λ n f a t - aQ SpanΛ::h/EnglΛ::h bΛlΛngꝃal edꝃca::Λ n pr gram a:: t Aꝃ::::Λn (Te¤a::) elemen::arQ sch l:: i:: pre::en::ed. The de el pmen::al pr gram ha:: a:: i:::: bjec::Λ e:: the de el pmen:: f s::ꝃden::::' ral pr fΛcΛencQ in SpanΛ::h and EnglΛ::h, de el pmen:: f grade-le el appr prΛa::e lΛ::eracQ in b ::h langꝃage::, increa::e in academΛc achΛe emen:: in readΛng, langꝃage, and ma::hema::Λc::, and changed a::::Λ::ꝃde:: t ard bΛlΛngꝃalΛ::m am ng s::ꝃden::::, paren::::, c mmꝃnΛ::Q, and s::aff. Ba::elΛne da::a ere c llec::ed dꝃrΛng the 1995-96 sch l Qear n the fΛr::: c h r:: f 600 s::ꝃden:::: in grade:: pre-K thr ꝃgh 3. The rep r:: de::aΛl:: pr gram charac::erΛ::::Λc::, the s::ꝃden:: p pꝃla::Λ n, ba::elΛne da::a c rre::p ndΛng t each f the bjec::Λ e::, and addΛ::Λ nal pr gram ser Λce:: and p lΛcΛe::. The la::::er inclꝃde s::aff traΛnΛng and pp r::ꝃnΛ::Λe::, paren:: ꝃ::reach eff r::::, the paren:: ad Λ:: rQ c ꝃncΛl, p lΛcQ c ncernΛng paren:: refꝃ::al::, de el pmen:: and admΛnΛ::::ra::Λ n f bΛlΛngꝃal a::::Λ::ꝃdΛnal

ED 408 863 FL 801 165

The Connector, 1996.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 96
NOTE- 26p.; A publication of the Project in Adult Immigrant Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Community Colleges; Curriculum Development; Education Work Relationship; *English (Second Language); Evaluation Criteria; *Immigrants; Inplant Programs; Job Skills; Language Role; Language Skills; *Literacy Education; Manufacturing Industry; Program Descriptions; Program Effectiveness; Program Evaluation; Quality Control; *Relevance (Education); *Vocational English (Second Language); *Workplace Literacy
IDENTIFIERS- El Paso Community College TX; Pima County Adult Education AZ; *Secretarys Comm on Achieving Necessary Skills

Four newsletter issues address aspects of adult immigrant education for employment. The first focuses on the manufacturing industry, with articles describing a Pima County Adult Education (Arizona) program concerning quality standards, an El Paso Community College (Texas) program for employees of companies in transition, and survey results on selling workplace English-as-a-Second-Language (ESL) programs to employers and employees. The second issue highlights school-to-work (STW) and vocational ESL instruction, including inclusion of bilingual/ESL students in STW programs and use of the SCANS (Secretary's Commission on Achieving Necessary Skills) skills to prepare students for employment. The third issue concerns identifying the impact of workplace education programs, including articles on use of the "return on investment" concept to provide program data meaningful to businesses, the multiple perspectives (company, employee, union, educator) on workplace education, and a literacy audit process that cuts across programs for both employers and employees. The fourth issue concerns making instruction relevant to the workplace, with articles on a program using holistic instructional methods, workplace materials, and broad-based participation by stakeholders; how to help learners transfer skills to the workplace; and incorporation of the SCANS skills into instruction. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 408 864 FL 801 167

Teaching Adults: An ESL Resource Book.
PUB DATE- 96
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acculturation; *Adult Education; Adult Learning; *Adult Students; Class Activities; Classroom Techniques; Communicative Competence (Languages); *Cultural Awareness; Dialogs (Language); *Educational Strategies; *English (Second Language); Grammar; Idioms; Instructional Design; Interpersonal Communication; Language Experience Approach; Language Role; Language Skills; Lesson Plans; *Literacy Education; Phonology; Reading Instruction; Second Language Instruction; Second Language Learning; Student Evaluation; Student Needs; Teaching

Dakota

This book presents nine papers about changing the way public higher education is governed. After providing an overview of the recent history of governance restructuring or renewal in public higher education in the United States, the book focuses on restructuring in five states: North Dakota, Massachusetts, Alaska, Maryland, and Minnesota. Part 1 presents general discussions of restructuring, Part 2 presents the five case studies, and Part 3 contains papers on the lessons of restructuring. The following papers are included: (1) "Restructuring and the Failure of Reform" (Terrence J. MacTaggart) and (2) "Methods, Objectives, and Consequences of Restructuring" (Richard J. Novak); (3) "Restructuring that Works: North Dakota" (Douglas M. Treadway); (4) "Where All Politics is Local: Massachusetts" (Patricia H. Crosson); (5) "Restructuring As a Way of Life: Alaska" (Patrick J. O'Rourke); (6) "The Human Side of Restructuring" Minnesota" (Terrence J. MacTaggart); and (7) "Restructuring and Its Aftermath: Maryland" (Robert Berdahl and Frank A. Schmidtlein); (8) "A Model for Successful Restructuring" (Aims C. McGuinness, Jr.); and (9) "Lessons for Leaders" (Terrence J. MacTaggart). (Chapters contain references.) (JLS)

ED 408 883 HE 030 198

Reaves, Brian A.; Goldberg, Andrew L.
Campus Law Enforcement Agencies, 1995.
PUB DATE- Dec 96
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Campuses; *Colleges; *Crime Prevention; Higher Education; Law Enforcement; Policy Formation; Program Development; *Safety; School Policy; School Responsibility; *School Security; Universities
IDENTIFIERS- Student Right to Know and Campus Security Act

To determine the nature of law enforcement services provided on campuses in the context of the Student Right to Know and Campus Security Act, the U.S. Department of Justice surveyed four-year institutions of higher education in the United States with 2,500 or more students. This report presents data collected from nearly 600 campus law enforcement agencies. Three-fourths of these agencies used sworn police officers while the remainder relied on nonsworn security officers. Public campuses were more likely (93 percent) to have sworn officers than those under private control (43 percent); however, about three-fourths of the private universities with 10,000 or more students used sworn police. Sworn campus police officers typically had to pass through many more screening devices and undergo three to four times as much training as their nonsworn counterparts. Expenditures for law enforcement at private institutions were nearly twice that of public campuses. Nearly all agencies operated general crime prevention programs on campus, and about two-thirds had programs aimed specifically at rape prevention. Other topics covered by the report include agency functions, personnel characteristics, equipment, computers and information systems, and policy directives. General campus characteristics, including crime statistics, are also summarized. Data are presented in 44 tables, text, and graphs. Five appendices provide additional data. A copy of the survey is attached. (JLS)

worked with Athens Tech to develop a model for providing for future maintenance staff needs. The project is designed to provide for future maintenance staff openings and upgrading and cross-training existing maintenance staff. A trainee program will provide 10 multicraft maintenance staff to cover retirements and provide for future growth. Existing staff receive 4 hours per week of onsite classroom training. Other solutions for providing long-term maintenance staffing include apprenticeship, cooperative education, and school-to-work programs. (YLB)

ED 408 435 CE 074 215

Adult Learning: "The Key to the 21st Century." Annual Report 1996.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Educators; Adult Learning; *Distance Education; Educational Research; Foreign Countries; *International Educational Exchange; Learning Modules; Lifelong Learning; Networks; Nonformal Education; Program Development; *Staff Development; Workshops
IDENTIFIERS- *University of the Western Cape (South Africa)

During 1996, the Center for Adult and Continuing Education (CACE) at the University of the Western Cape, South Africa, was in a process of rapid transition. Staff participated in a retreat during which a vision of CACE's work was rebuilt. CACE staff were closely involved with the Western and Northern Cape Provinces Departments of Education in the development of their adult basic education and training plans for professional development. A significant development was the launch of the distance Advanced Diploma for Educators of Adults in the Northern Cape. The Certificate Program, a 2-year part-time distance education course for adult educators, was delivered for the ninth year. Three of six modules of the certificate were completed. The Continuing Education Program conducted successful activities in these areas: provision of nonformal education workshops; CACE publications; consultations; conferences and seminars; networking adult educators and trainers; the CACE Resource Centre for provision of educational support and resources; and development of a proposal to develop a Program of Lifelong Learning. CACE continued three international exchange programs with the Fircroft-CACE Academic Links Program; Center for Adult Educators; and Steel Workers Humanity Fund. Research projects undertaken were Social Uses of Literacy Project, Adult Education and Training in the Context of Globalization, and staff research for higher degrees. (Appendixes include lists of conferences and workshops attended and papers, articles, books, and presentations.) (YLB)

shad Λng ac::Λ Λ::Λe:: are rec mmended, ha:: tQpe:: f j b:: s::ʮden:::: can shad , hQ empl Qer:: sh ʮld par::ΛcΛpa::e in shad Λng, and a c n::ac:: per:: n f r fʮr::her inf rma::Λ n. (KC)

ED 408 454   CE 074 244

Tʮrlʌng:: n, AnΛ::a J.; Wal::er, DΛana
Sʮcce:::: bQ Ch Λce: A W rk::h p f r Paren:::: n Tech Prep and MΛd-Le el Techn l gQ Career::. FacΛlΛ::a:: r':: GʮΛde.
PUB DATE- 94
NOTE- 181p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC08 Plʮ:: P :::age.
PUB TYPE- GʮΛde::/Me::h d::/TechnΛqʮe:: (F r Prac::Λ::Λ ner::) - Cla:::r m U::e - TeachΛng GʮΛde:: (F r Teacher) (052)
DESCRIPTORS- Ar::Λcʮla::Λ n (Edʮca::Λ n); Career Ch Λce; Career Edʮca::Λ n; C mmʮnΛ::Q C llege::; *Demand Occʮpa::Λ n::; *Edʮca::Λ n W rk Rela::Λ n::hΛp; HΛgh Sch l::; Lab r Marke::; *Occʮpa::Λ nal Inf rma::Λ n; Paren:: ChΛld Rela::Λ n::hΛp; Paren:: R le; TeachΛng GʮΛde::; *Tech Prep; TechnΛcal Edʮca::Λ n; *TechnΛcal Occʮpa::Λ n::; T   Year C llege::; V ca::Λ nal Edʮca::Λ n; *W rk::h p::
IDENTIFIERS- *S ʮ::h Car lΛna

ThΛ:: gʮΛde a:: de::Λgned t help hΛgh sch l teacher:: and gʮΛdance c ʮn::el r:: pre::en:: a 2.5 h ʮr r 4-h ʮr   rk::h p n tech prep, sch l-:: - rk, and career c ʮn::elΛng f r paren::::. I:: i:: de::Λgned t gΛ e paren:::: a brΛef l k a:: the changΛng   rkplace and the traΛnΛng, skΛll::, and e¤perΛence reqʮΛred t en::er and ad ance; illʮ:::ra::e specΛfΛc aQ:: tha:: paren:::: can help theΛr chΛldren t e¤pl re career::; and in::r dʮce tech prep, i::: rela::Λ n::hΛp t the changΛng   rkplace, and the pp r::ʮnΛ::Λe:: i:: pr Λde::. The gʮΛde inclʮde:: the::e f ʮr t pΛc::: (1) defΛnΛ::Λ n:: f sʮcce::: and an   er Λe   f the   rk::h p; (2) the tran::f rmed   rkplace, the skΛll:: and edʮca::Λ n e¤pec::ed f fʮ::ʮre empl Qee::, and ne   pp r::ʮnΛ::Λe:: in mΛdle el techn l gQ career fΛeld::; (3) tech prep; and (4) aQ:: tha:: paren:::: can help chΛldren e¤pl re career:: and rela::ed edʮca::Λ nal pp r::ʮnΛ::Λe::. Each t pΛc i:: dΛ Λded in:: maj r c ncep::, eqʮΛpmen:: and ma::erΛal:: needed, par::ΛcΛpan:: learnΛng bjec::Λ e::, and pre::en::a::Λ n. F ʮr appendΛ¤e:: pr Λde the f ll Λng: (1) nʮmbered ac::Λ Λ::Λe::; (2) nʮmbered tran::parencΛe::, tran::parencQ ma:::er::, and blank tran::parencΛe:: f r cʮ::: mΛΛed u::e; (3)   rk::h p hand ʮ::: and ma::erΛal:: f r par::ΛcΛpan:::' packe:::; and (4) re:: ʮrce:: and sʮpplemen::al readΛng ma::erΛal:: f r facΛlΛ::a:: r::, a gl :::arQ f term::, sʮgge:::Λ n:: f r plannΛng and rʮnnΛng a sʮcce:::fʮl   rk::h p,   rk::h p e alʮa::Λ n f rm, and lΛ::: f   rk:: cΛ::ed. (KC)

Allied Health Technologies. Preceptor/Mentor Handbook.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; *Clinical Experience; Experiential Learning; *Internship Programs; *Mentors; *Partnerships in Education; Postsecondary Education; School Business Relationship; Secondary Education; Significant Others; Student Experience; Teaching Guides; Vocational Education; *Work Experience Programs

This handbook is designed to assist preceptors/mentors in a local allied health technology program, a school/industry partnership focused on training students for entry-level employment in the health care field by means of a work internship/externship. It draws heavily on the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) report's foundation skills: basic skills, thinking skills, and personal qualities. It briefly discusses the school/industry partnership, vision for student interns/externs, and benefits of an allied health technologies internship/externship. The next part of the handbook focuses on the SCANS Report. It outlines the three-part foundation of SCANS skills, the five SCANS competencies, and industry's ranking of the SCANS skills. The career development model is then presented. The roles and responsibilities of these stakeholders are described: preceptor/mentor, intern/extern, allied health technologies instructor, school, and worksite coordinator. The handbook also contains the following: benefits to the intern/extern and industry; answers to questions most often asked about health occupations internships/externships; definitions of key terms; recommendations regarding assessment and evaluation and sample assessment form; and brief discussion of credentialing. (YLB)

with disabilities and their nondisabled peers. Strategies for overcoming these barriers are included. Section 2 provides basic information about the rehabilitation system, disability-related laws, and issues affecting the school-to-work transition of students with disabilities. Section 3 looks at the development of positive self-image and self-confidence through role model identification and group support. Section 4 includes information regarding career preparation and workplace realities for students, educators, parents, and employers. It describes tools, training, and support necessary to enhance the school-to-work transition for students with disabilities. Section 5 outlines a variety of resources available for working with persons with disabilities: a glossary of disability-related terms; a list of vendors of information to assist in the inclusion and advancement of students with disabilities; and lists of providers of independent living aids, adaptive resources, agencies, support groups, and technical assistance centers specific to New York State. Bibliographies contain 113 print and 15 media resources. (YLB)

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Acculturation; Adolescents; *Cultural Influences; Ethnic Groups; Grade 8; Grade 9; *Immigrants; Minority Group Children; *Predictor Variables; Secondary Education; Sociocultural Patterns; *Student Characteristics
IDENTIFIERS- Broward County Public Schools FL; Dade County Public Schools FL; *Psychosocial Factors; San Diego Unified School District CA

A growing literature has emerged concerning group-based difference in academic achievement, much of it pointing to the role of psychocultural factors. To study this observation, the educational achievement of children of immigrants, in the context of socio-psychological characteristics and ethnicity, is examined here. Data were taken from interviews of 5,267 second-generation students who lived in one of three large cities. Participants had to be either foreign born or U.S. born with at least one foreign-born parent. Survey information included data on the respondents' demographic characteristics, the nativity and citizenship of respondents and parents, family size and structure, and socioeconomic status (SES). Students from over 27 cultural groups were arbitrarily grouped into 8 categories. Grade, age, English language proficiency, maternal age, and parental SES were included as control variables. Results indicate that ethnicity accounts not only for school achievement directly, but it may also be indirectly related to other psycho-social predictors. However, two main findings underline this conclusion: (1) cultural influences remain enigmatic and cannot be broken down into variables, such as those considered in this study; and (2) there seems to be considerable variation within the immigrant population as a whole. Generalizations based on differences in minority status appear inaccurate. (RJM)

Institutions; Disease Control; *Educational Needs; *Health Education; Higher Education; Peer Teaching; Prevention; *Prisoners; *Undergraduate Students
IDENTIFIERS- *Preventive Education

Prevention of Human Immunodeficiency Virus (HIV) transmission is increasingly an international priority. Education of high-risk populations, such as incarcerated individuals, is particularly important in thwarting the spread of HIV. To address this concern, the attitudes, beliefs, and knowledge of inmates concerning HIV and AIDS related issues are examined here. An HIV prevention readiness scale, adapted for this study, was administered to 104 undergraduates from a local college and to 33 inmates at a state correctional facility both located in the northeastern United States. Responses to the survey revealed significant differences between these two groups. A majority of inmates' surveys indicated some ignorance regarding the modes of HIV transmission, although these responses may reflect prisoners' fear and hypersensitivity to the disease. Close living conditions and secretive homosexual activity may increase these fears. The undergraduate sample reported less concern over HIV and were less interested in obtaining further knowledge about HIV, when compared to the prison subjects. This difference may be due to the gap in the socioeconomic status between the two groups and to the lesser likelihood that students knew someone who was HIV positive. Inmates were less afraid to disclose seropositive status than were students, and prisoners reported less likelihood of treating labeled individuals differently. Results indicate that up-to-date HIV education programs are essential for inmates. (RJM)

Secondary School Students; Youth Problems
IDENTIFIERS- Alberta

Schools have expressed a need to know the identity and/or circumstances of young offenders in order to address school safety and security issues, and to provide a collaborative and coordinated case management approach for the rehabilitation of the young person. A framework for the exchange of information between youth justice and school officials concerning students who have young offender status is presented here. A young offender is an individual charged with, or found guilty of, a criminal code or other federal statute offense that was committed when he or she was between the ages of 12-17. The protocols outlined here describe obligations and procedures for disclosure, security, and the storage and destruction of information concerning students who have young offender status. These guidelines facilitate the exchange of necessary information, such as reports required by a youth court, and provide the effective supervision and enforcement of youth court orders, as well as ensuring the safety of students, staff, or other persons. The protocols also can guide school boards in developing procedures in the best interests of students and staff. Finally, the protocols ensure that appropriate authorities in the education and justice systems are aware of their responsibilities as dictated by law. (RJM) se¤¤ʌng¤; and a¤¤e¤¤ʌng the effec¤¤ f emaʌl c mmʬnʌca¤ʌ n n u¤er¤. E¤ʌ¤¤ʌng lʌ¤era¤ʬre n teachʌng u¤ʬallQ c n¤ʌ¤¤ f ac¤ʌ n re¤earch ¤¤ʬdʌe¤ hʌch help t inf rm the ng ʌng in¤¤rʬc¤ʌ n ʌ¤hʌn the cla¤¤r m. S me al¤ tend t be m re sʬmma¤ʌ e in theʌr c ncern¤ ab ʬ¤ the s¤ʬden¤¤' perf rmance in cla¤¤e¤. Sʬgge¤¤ʌ n¤ f r fʬ¤ʬre re¤earch n emaʌl in in¤¤rʬc¤ʌ nal se¤¤ʌng¤ are: (1) take ad an¤age f te¤¤-ba¤ed na¤ʬre f emaʌl c mmʬnʌca¤ʌ n; (2) de¤ermʌne the e¤¤en¤ t hʌch benefʌcʌal gaʌn¤ f s¤ʬden¤¤ c ncernʌng in¤¤rʬc¤ʌ nal g al¤   ʬld be p¤ʌmal; (3) in e¤¤ʌga¤e n n-¤radʌ¤ʌ nal learner¤ sʬch a¤ par¤-¤ʌme s¤ʬden¤¤ and Englʌ¤h-a¤-a-Sec nd Langʬage s¤ʬden¤¤; (4) s¤ʬdQ m re in-dep¤h the langʬage fea¤ʬre¤ f emaʌl c mmʬnʌca¤ʌ n; and (5) in e¤¤ʌga¤e the te¤¤ʬal c n¤e¤¤ and in¤erac¤ʌ e demand¤ f emaʌl c mmʬnʌca¤ʌ n f r s¤ʬden¤¤ bel   the fʌf¤h-grade le el. (C n¤aʌn¤ 41 reference¤.) (RS)

ED 408 573 CS 012 854

S¤ ll, D nald R., Ed.
MagaʌʌNe¤ f r Kʌd¤ and Teen¤. Re ʌ¤ed Edʌ¤ʌ n.
PUB DATE- 97
NOTE- 131p.; F r 1994 edʌ¤ʌ n, see ED 370 083.
LANGUAGE- Englʌ¤h
EDRS Prʌce- MF01/PC06 Plʬ¤ P ¤¤age.
PUB TYPE- Reference Ma¤erʌal¤ - Bʌblʌ graphʌe¤ (131)
DESCRIPTORS- *Ad le¤cen¤ Lʌ¤era¤ʬre; Ad le¤cen¤¤; *Chʌldh d In¤ere¤¤¤; *Chʌldren¤ Lʌ¤era¤ʬre; Elemen¤arQ Sec ndarQ Edʬca¤ʌ n; *Perʌ dʌcal¤; Pread le¤cen¤¤; *Readʌng In¤ere¤¤¤; Readʌng Ma¤erʌal¤; Wrʌ¤ʌng f r Pʬblʌca¤ʌ n
IDENTIFIERS- *Chʌldren¤ Magaʌʌne¤

N ¤ʌng tha¤ manQ kʌd¤' and teen¤' magaʌʌne¤ are n ¤ a aʌlable a¤ ne ¤¤¤and¤ r b k¤¤ re¤, thʌ¤ b k de¤crʌbe¤ and pr ʌde¤ rderʌng inf rma¤ʌ n f r m re than 200 sʬch magaʌʌne¤. The magaʌʌne¤ de¤crʌbed c er alm ¤¤ e erQ c nceʌ able in¤ere¤¤ f chʌldren and teen¤ in the Unʌ¤ed S¤a¤e¤ and in manQ ¤her c ʬn¤rʌe¤. Af¤er a f re rd bQ Jʌm Trelea¤e and "h -¤ -ʬ¤e" gʬʌde bQ the edʌ¤ r, the b k pre¤en¤¤ an alphabe¤ʌcal lʌ¤¤ʌng f the magaʌʌne¤. Each en¤rQ in the b k c n¤aʌn¤ an ann ¤a¤ʌ n cʌ¤ʌng the j ʬrnal'¤ c erage; rderʌng inf rma¤ʌ n; c ¤¤; in¤ended aʬdʌence (¤e¤ and age); sʬbjec¤; cʌrcʬla¤ʌ n sʌʌe; manner f dʌ¤¤rʌbʬ¤ʌ n (¤ʬb¤crʌp¤ʌ n¤, ne ¤¤¤and¤, sch l¤, lʌbrarʌe¤, chʬrche¤); edʌ¤ r'¤ and pʬblʌ¤her'¤ name¤; and he¤her reader¤'   rk¤ are pʬblʌ¤hed. C n¤aʌn¤ an age inde¤, a sʬbjec¤ inde¤, a lʌ¤¤ f magaʌʌne¤ pʬblʌ¤hʌng reader¤'   rk, an alphabe¤ʌcal lʌ¤¤ f magaʌʌne¤ f r kʌd¤, and an alphabe¤ʌcal lʌ¤¤ f magaʌʌne¤ f r teen¤. (RS)

IDENTIFIERS- Lang¥age Crea::Λ Λ::Q; *P er S::ra::egΛe::; SpeakΛng S::Qle; *W rd Ch Λce; WrΛ::Λng S::Qle

ΛΛmed a:: rΛ::er::, speaker::, s::¥den:::, and all h Λ::h t c mm¥nΛca::e Λ::h clarΛ::Q and s::reng::h, thΛ:: b k ill¥mΛna::e:: the prΛncΛple:: f effec::Λ e rd u::e. I:: fea::¥re:: d Λen:: f helpf¥l g¥ΛdelΛne:: and mem rable e::ample::--fr m Tenne:::ee WΛllΛam:: t Oprah WΛnfreQ, fr m Dem :::hene:: t Dr. Se¥:::--::ha:: ill¥:::ra::e the ba::Λc:: f ch ::Λng rd:: and u::Λng rhe:: rΛc a:: ell a:: the s¥b::le::Λe:: f p lΛ::hΛng per:: nal s::Qle. The b k':: in::r d¥c::Λ n pre::en::: 4 s::ep:: t p er lang¥age: ch ::e rd:: caref¥llQ; u::e rd:: in::en::Λ nallQ; b¥Λld Λ::h rd:: delΛbera::elQ; and Λn Λ::h rd:: p¥rp ::ef¥llQ. Chap::er:: in the b k are en::Λ::led: (1) P er T l::: H t Ch ::e W rd::; (2) P er LΛne::: H t U::e W rd::; (3) P er S::r¥c::¥re::: H t B¥Λld Λ::h W rd::; (4) P er Secre:::: H t WΛn Λ::h W rd::; and (5) P er F¥::¥re: Lang¥age in the Ne::: MΛllennΛ¥m. The c ncl¥::Λ n pre::en::: three m re keQ:: hΛch "¥nl ck the deepe::: s ¥rce:: f p er lang¥age": re::pec:: the a¥dΛence; applQ r¥le:: f grammar and u::age; and break anQ r¥le if m re p er re::¥l:::. Acc rdΛng t the b k, the "::kele:: n keQ," underlQΛng e erQ ::her keQ i:: t thΛnk bef re rΛ::Λng r speakΛng. (NKA)

Countries; Grade 3; *Instructional Improvement; *Journal Writing; *Learning Strategies; Primary Education; *Social Studies; *Student Journals; Student Reaction; Teacher Response

A study examined the use of dialectic (Learning) journals in a grade 3 social studies class during the 1993-94 school year. The topic was "Communities Need Each Other," and categories used for the journals were: (1) What I Learned; (2) What It Means; (3) What It Means To Me and My Family; and (4) What It Means To The World. The eight subjects wrote their own journal entries in groups of four to five. Results indicated that the children saw their journals as a source of enjoyment and the teacher saw the journals as helpful as an evaluation tool. Findings suggest that the dialectic journals were very helpful as a tool to guide the subjects in the reflection, reshaping, and extension of their learning in social studies. (Contains three references.) (CR)

ED 408 614 CS 215 903

Nemoianu, Anca M.
The Vanishing Narrator: Repositioning Stories of Personal Experience.
PUB DATE- Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Expository Writing; Higher Education; Personal Narratives; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- *Academic Discourse; Chafe (Wallace); *Consciousness

The narrative of personal experience is considered in this paper as a canonical discourse genre from which various forms of expository patterns can be derived in a move toward decontextualized academic discourse. More specifically, the paper analyzes the multi-draft transition from a narrative of personal experience to a classification. The analysis in the paper is based on W. Chafe's (1994) recent approach to discourse analysis, using the concept of consciousness, with its need for orientation and point of view, and its relationship to the production of language. The paper makes the claim that a consciousness-based analytic tool represents a crucial link between linguistic analysis and composition pedagogy viewed as literate action. (Contains 19 references and a figure listing the modes and functions of consciousness. (RS)

Frymier, Ann Bainbridge; And Others
Does Making Content Relevant Make a Difference in Learning
PUB DATE- Nov 96
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Communication Research; Higher Education; *Relevance (Education); Student Attitudes; *Student Motivation; *Teacher Behavior; Teacher Role
IDENTIFIERS- Communication Behavior; *Teacher Immediacy

Instructors search for methods to enhance students' motivation and learning. Immediacy and relevance have been linked to increased motivation in the classroom. A study extended research by A. Frymier and G. Shulman (1995) that found immediacy and relevance to be associated with one another. A 2 (high and low immediacy) by 2 (high and low relevance) experimental design was used to investigate the interaction between immediacy and relevance and their impact on motivation and learning. Results indicated that immediacy had a significant impact on motivation and learning, while relevance did not. Contains 21 references and a table of data. (Author/RS)

Happened to Teacher Award Restructuring" (Terri Seddon). Two figures, two tables, and an index are included. (LMI)

ED 408 654 EA 028 353

Caine, Renate Nummela; Caine, Geoffrey
Education on the Edge of Possibility.
PUB DATE- 97
NOTE- 287p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Innovation; Elementary Secondary Education; Holistic Approach; Instructional Effectiveness; *Instructional Improvement; *Instructional Innovation; Learning Theories; *Systems Approach; Theory Practice Relationship
IDENTIFIERS- *Brain Based Learning

This book describes the implementation of a learning theory based on a holistic interpretation of brain research in two schools--Dry Creek Elementary School (Rio Linda, California) and Park View Middle School (Yucaipa, California). It describes how these two schools engaged in a process of restructuring based on changing mental models. Data were gathered from more than 100 hours of video and audio documentation and a questionnaire sent to schools and educators. Section 1 deals with the changes in the collective philosophy as the new sciences, systems thinking, and comparable developments in other fields replace a Newtonian frame of reference. The new view is that reality is much more fluid, less predictable, and far more interconnected than previously understood. The nature of the education system and educators' roles must be rethought; what is needed is a view of the brain and of learning that is compatible with the new sciences and the whole person. The section concludes with a new paradigm of the brain and mind and with a summary of a theory of learning that can guide new approaches to teaching and education. Section 2 describes work with educators to help them implement brain-based learning. The practical interventions, processes, and strategies had the greatest impact on the sense of community in the schools. The process also helped teachers experiment and develop their creativity. Section 3 identifies the three instructional approaches and perceptual orientations used in becoming learning communities. Twenty-one figures and an index are included. (Contains 282 references.) (LMI)

Audits; Information Management; *Organizational Effectiveness; Program Evaluation; *State Departments of Education; State Regulation; State School District Relationship
IDENTIFIERS- *Oregon State Department of Education

The Oregon Department of Education (ODE) operates under two main statutory charges: to administer state and federal programs, and to serve as the state's lead agent in implementing the Oregon Educational Act for the 21st Century. This report presents the results of a contracted program evaluation of the ODE. Data were collected through document analysis; site visits; a telephone survey of 312 local education officials; and interviews with a total of 150 state-level policymakers, ODE officials, representatives of state agencies and interest groups, district and school administrators, and teachers. The study evaluated ODE on the basis of the kinds of activities most commonly carried out by state departments of education in an era of standards-based reform--leadership, capacity building, research and analysis, communication, and monitoring and enforcement. The report concludes that ODE has worked diligently to make progress in implementing the Oregon Educational Act for the 21st Century, but that a midcourse correction is needed to keep the reform on track. Specifically, the ODE needs to assume a more activist leadership role. With regard to the supervision, management, and control of schools, ODE has not adequately adjusted to the demands of a new policy environment for public education in Oregon, particularly in terms of how it monitors school finance. The report offers 14 recommendations. Appendices contain a description of evaluation methodology, an annotated bibliography of 18 sources, and a list of exceptions to compliance with generally accepted government auditing standards. (LMI)

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070), Opinion Papers/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Court Litigation; *Data Analysis; *Data Collection; Educational Equity (Finance); *Educational Finance; Educational Resources; Elementary Secondary Education; Finance Reform; *Measurement Techniques; Outcomes of Education; *Research Methodology; School Districts
IDENTIFIERS- *National Center for Education Statistics

Those who study education have struggled to understand how money matters in education and why educational research finds no strong or consistent relationship between expenditures and student performance. The papers in this publication were commissioned by the National Center for Education Statistics (NCES) to address the twin concerns of what additional school-finance information NCES should collect and report, and how existing data might be analyzed. The publication is dedicated to Charles S. Benson, University of California, Berkeley, who dedicated his life's work to improving education finance for students in poor school districts. Following the foreword by Paul D. Planchon, and acknowledgments, contents include the following papers: (1) "Introduction and Overview" (William J. Fowler, Jr.); (2) "Does Money Matter in Education? A Policymaker's Guide" (Lawrence O. Picus); (3) "The Effects of Constitutional Litigation on Educational Finance: A Further Analysis" (G. Alan Hickrod); (4) "Student-Level School Resource Measures" (Robert Berne and Leanna Stiefel); (5) "Proposed 'Good Practices' for Creating Data Bases from the F-33 and CCD for School Finance Analyses" (Michael O'Leary and Jay Moskowitz); and (6) "The Empirical Argument for Educational Adequacy, the Critical Gaps in the Knowledge Base, and a Suggested Research Agenda" (William H. Clune). Each article contains references. (LMI)

Shenkman, Gail
Year-Round Education: Parent Satisfaction after the First Year.
PUB DATE- Feb 97
NOTE- 72p.; Paper presented at the Annual Meeting of the National Association for Year-Round Education (28th, San Diego, CA, February 8-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Family School Relationship; *Parent Attitudes; Parent School Relationship; School Attitudes; *School Schedules; *Vacation Programs; *Year Round Schools

This paper presents findings of a study that explored parent satisfaction with Year-Round Education (YRE) and its impact on family lives. Data were gathered through 20 interviews with parents of children who attended 2 elementary schools during the first year of a year-round pilot program in a large suburb adjacent to a midwestern city. Approximately 33% of the schools' families qualified for free or reduced lunches, were of Middle Eastern heritage (44%), and were limited in their English-speaking proficiency. All parents, even those who opposed to YRE, expressed positive attitudes toward their school. Thirteen parents in the sample were Lebanese Muslim immigrants, who reported that the school schedule interfered with their children's summer religious school and with summer trips to Lebanon. Despite problems with vacation plans and child care, parents in general reported that YRE had a positive effect on their children's academic and social development. They felt that the new schedule was worth the disruption. (Contains 36 references and 4 tables). (LMI)

secrecQ. Re::earch fΛndΛng:: in:: the ca¼::e:: f OCD are re Λe ed hΛch indΛca::e tha:: the braΛn:: f indΛ Λd¼al:: Λ::h OCD ha e dΛfferen:: pa::::ern:: f braΛn ac::Λ Λ::Q than th ::e f pe ple Λ::h ¼:: men::al illne:::: r Λ::h s me ::her men::al illne::::. O::her tQpe:: f illne:::: tha:: maQ be lΛnked t OCD are n ::ed, s¼ch a:: T ¼re::::e sQndr me, trΛch ::Λll manΛa, b dQ dQ::m rphΛc dΛ:: rder and hQp ch ndrΛa::Λ::. The u::e f pharmac ::herapQ and beha Λ r therapQ t trea:: indΛ Λd¼al:: Λ::h OCD i:: e al¼a::ed and a screenΛng te:::: f r OCD i:: pre::en::ed, al ng Λ::h inf rma::Λ n n h t ge:: help f r OCD. LΛ:::: f rganΛΛa::Λ n:: tha:: can be c n::ac::ed and rela::ed b k:: n the s¼bjec:: are al:: pr Λded. Ca::e hΛ:::: rΛe:: f pe ple Λ::h OCD are incl¼ded in the margΛn:: f the b kle::. (C n::aΛn:: 11 reference::.) (CR)

ED 408 730 EC 305 601

C llege: Y ¼ Can D I::! DO-IT Pr gram.
SPONS. AGENCY- Na::Λ nal ScΛence F ¼nda::Λ n, ArlΛng:: n, VA.
PUB DATE- 96
NOTE- 7p.; AddΛ::Λ nal f¼ndΛng receΛ ed fr m NEC F ¼nda::Λ n f AmerΛcan and US WEST C mm¼nΛca::Λ n::.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¼:: P ::::age.
PUB TYPE- G¼Λde::/Me::h d::/TechnΛq¼e:: (F r Prac::Λ::Λ ner::) - Cla::::r m U::e - In::::r¼c::Λ nal Ma::erΛal:: (F r Learner::) (051)
DESCRIPTORS- *Career PlannΛng; *C llege AdmΛ::::Λ n; *C llege B ¼nd S::¼den::::; *C llege Prepara::Λ n; *DΛ::abΛlΛ::Λe::; HΛgh Sch l::; HΛgher Ed¼ca::Λ n; PaQΛng F r C llege; Sch l OrΛen::a::Λ n; Self Ad cacQ; S::¼den:: Per:: nnel Ser Λce::; S¼cce::::; Tran::Λ::Λ nal Pr gram::

De::Λgned f r s::¼den:::: Λ::h dΛ::abΛlΛ::Λe::, thΛ:: p¼blΛca::Λ n ¼::lΛne:: the s::ep:: needed f r s¼cce::::f¼l tran::Λ::Λ n fr m hΛgh sch l t c llege and beQ nd. The g¼Λde urge:: s::¼den:::: t fΛnd ¼:: ab ¼:: in::::Λ::¼::Λ nal en::rance req¼Λremen::::, maΛn::aΛn a hΛgh grade p Λn:: a erage, take pre-c llege e¤amΛna::Λ n::, take care Λ::h c llege applΛca::Λ n::, fΛnd fΛnancΛal re:: ¼rce::, fΛnd ¼:: ab ¼:: and u::ΛlΛΛe s¼pp r:: ser Λce:: a:: c llege::, a::k ab ¼:: tran::Λ::Λ n pr gram:: in hΛgh sch l and rΛen::a::Λ n pr gram:: a:: c llege::, de el p self-ad cacQ skΛll:: and self-managemen:: skΛll::, de el p s::¼dQ skΛll::, ne:: rk, and take ad an::age f pp r::¼nΛ::Λe:: in hΛgh sch l and c llege t learn ab ¼:: and u::e c mp¼::er techn l gΛe::. The imp r::ance f makΛng Λ::e academΛc and career ch Λce::, b¼ΛldΛng a re::¼me, and par::ΛcΛpa::Λng in in::ern::hΛp:: and s cΛal ac::Λ Λ::Λe:: i:: al:: addre::::ed. The g¼Λde incl¼de:: a lΛ:: f helpf¼l hΛn:::: f r s¼cceedΛng in c llege tha:: a:: de el ped bQ par::ΛcΛpan:::: in DO-IT (DΛ::abΛlΛ::Λe::, Opp r::¼nΛ::Λe::, In::erne:: rkΛng, and Techn l gQ). Camp¼:: re:: ¼rce:: f r s::¼den:::: Λ::h dΛ::abΛlΛ::Λe:: a:: the UnΛ er::Λ::Q f Wa::hΛng:: n are al:: lΛ::::ed. (CR) re⁑earch de⁑Λgn t e al¥a⁑e 16 "Λncl¥⁑Λ e" pre⁑ch l pr gram⁑ in a c n⁑Λn¥Λng s⁑¥dQ i⁑ de⁑aΛled. The q¥alΛ⁑a⁑Λ e appr ach a⁑ u⁑ed t under⁑⁑and the general phen men n and in⁑egra⁑ed Λ⁑h m re q¥an⁑Λ⁑a⁑Λ e, s⁑r¥c⁑¥red, and precΛ⁑e mea⁑¥re⁑ in an i⁑era⁑Λ e, seq¥en⁑Λal pr ce⁑⁑ t de el p repea⁑ed da⁑a c llec⁑Λ n ac⁑Λ Λ⁑Λe⁑ and e¤pand da⁑a in⁑erpre⁑a⁑Λ n. A⁑ each sΛ⁑e, fΛ e chΛldren Λ⁑h dΛ⁑abΛlΛ⁑Λe⁑, t tQpΛcallQ de el pΛng peer⁑, the chΛldren'⁑ famΛlΛe⁑, dΛrec⁑ ser Λce pr Λder⁑, and admΛnΛ⁑⁑ra⁑ r⁑ and p lΛcQ maker⁑ ere in l ed in the s⁑¥dQ. The q¥alΛ⁑a⁑Λ e pha⁑e in l ed par⁑ΛcΛpan⁑ b⁑er a⁑Λ n, semΛ-s⁑r¥c⁑¥red in⁑er Λeñ⁑, and d c¥men⁑ analQ⁑Λ⁑. Q¥an⁑Λ⁑a⁑Λ e mea⁑¥re⁑ enc mpa⁑⁑ed s¥r eQ q¥e⁑⁑Λ nnaΛre⁑ and mea⁑¥re⁑ f chΛld beha Λ r, frΛend⁑hΛp pa⁑⁑ern⁑, and the ed¥ca⁑Λ nal c n⁑e¤⁑. The pr ce⁑⁑ f da⁑a red¥c⁑Λ n, c mparΛ⁑ n, and in⁑egra⁑Λ n f r b ⁑h q¥alΛ⁑a⁑Λ e and q¥an⁑Λ⁑a⁑Λ e pha⁑e⁑ i⁑ de⁑aΛled. SQ⁑⁑ema⁑Λc c mparΛ⁑ n f inf rma⁑Λ n fr m in⁑er Λe ⁑ and s¥r eQ da⁑a i⁑ ill¥⁑⁑ra⁑ed in a table. C mparΛ⁑ n in l ed the f ll Λng theme⁑: (1) h and hQ the chΛld a⁑ placed in the pr gram; (2) the pr gram'⁑ appr prΛa⁑ene⁑⁑ f r the chΛld; (3) the meanΛng f Λncl¥⁑Λ n; (4) peer rela⁑Λ n⁑hΛp⁑; (5) helpf¥l and n n-helpf¥l plaQer⁑; and (6) the chΛld'⁑ par⁑ΛcΛpa⁑Λ n in famΛlQ and c mm¥nΛ⁑Q ac⁑Λ Λ⁑Λe⁑. (DB)

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Education; *Education Work Relationship; Federal Aid; Federal Legislation; Grants; High Schools; *Partnerships in Education; *Program Development; Program Evaluation; School Business Relationship; State Programs; Technical Assistance; *Transitional Programs; Vocational Education; Work Study Programs
IDENTIFIERS- *School to Work Opportunities Act 1994

This report presents the first product of a comprehensive 5-year evaluation of a major federal effort, the School-to-Work Opportunities Act (1994), which provides 5-year federal grants as "seed money" to design systems involving work-based learning, school-based learning, and connecting activities. The report is based on extensive site visits in 8 states and 39 communities, and a survey of a representative sample of high school seniors in the same 8 states. This initial evaluation effort has resulted in 10 conclusions, such as: (1) School-to-Work (STW) has generated considerable interest and effort among educators and employers; (2) states have begun building a system by creating employer incentives, promoting career development models, and providing technical assistance to local partnerships; and (3) two of the eight states visited (Kentucky and Oregon) have made STW reform a central part of the state's more general school reform agenda affecting all students. Individual sections of the executive summary address: the vision of a STW system, evaluation of STW implementation, state approaches to STW implementation, approaches to career development, changes in curriculum (school-based learning and students' work-based activities), large scale participation in diverse STW activities, making local partnerships work, and emerging issues for the future. (DB)

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 1 Jun 97
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description) (141)
DESCRIPTORS- *Developmental Delays; *Early Intervention; *Ecological Factors; Family Involvement; Family Programs; Infants; *Integrated Services; Models; Program Design; Toddlers; *Transitional Programs

This final report describes Project BLEND (Beginning Learning Experiences in Developmentally Inclusive Groups and at Home), a project designed to develop, implement, evaluate, and disseminate an ecological model for early intervention for children with developmental delays. Project BLEND included the following components: (a) the partnership (family, child care, BLEND) that was the context in which all activities for supporting each child's development were designed and implemented; (b) service coordination that assisted parents in establishing child care services and coordinating services from other agencies; and transition planning that assisted the child and family in making the transition to their next environment. In the first phase of the project, this model was developed and refined. In the second phase, the model was fully implemented with an existing early intervention center and community child care programs in middle Tennessee. In the third phase, the model was replicated in two sites: a school system in an urban setting that serves young children with disabilities (ages 3-5) and a second site that serves infants and toddlers with developmental delays and their families in a rural community. The report describes the project's activities and includes project implementation and replication checklists in the appendices. (Contains 12 references.) (Author/CR)

typical instruction in increasing comprehension. There also appeared to be no effect for level of text difficulty. Questionnaires completed by teachers and students indicated high levels of satisfaction with both treatments. (Contains 61 references.) (DB)

ED 408 805 EC 305 692

Fuchs, Lynn S.; Mathes, Patricia G.
Peer-Mediated Resource Reading. Sustained Reading Teacher's Manual.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 91
NOTE- 66p.; In: Peer-Mediated Reading Instruction in Special Education Resource Rooms, Final Report; see EC 305 691.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Difficulty Level; *Instructional Effectiveness; Intermediate Grades; Intervention; *Learning Disabilities; Mild Disabilities; *Peer Teaching; *Reading Difficulties; Remedial Reading; *Resource Room Programs; Special Education; Teaching Guides; Tutorial Programs
IDENTIFIERS- *Repeated Readings

This manual was developed as part of a project investigating the effectiveness of class-wide peer mediated reading instruction with middle grade students having mild disabilities and reading difficulties. It explains the procedures for introducing, implementing, and monitoring the project's version of repeated reading, in which pairs of students each read several passages three times each with the partner monitoring reading accuracy and awarding points accordingly. The first chapter lists the manual's objectives, gives a definition and rationale for peer-mediated instruction, and presents an overview of the peer-mediated reading program. Chapter 2 is on preparing for peer-mediated reading. It covers scheduling time for peer tutoring; selecting pairs and weekly teams; awarding and recording points; getting students to and from their partners; and preparing and organizing materials. Chapter 3 describes the three-lesson training program for students prior to implementing peer-mediated reading. Lesson 1 covers general features of peer-mediated reading instruction; Lesson 2 provides the procedures for repeated readings; and in Lesson 3, students are walked through the peer-mediated instructional sequence. Chapter 4 focuses on potential problems and solutions such as student behavior problems before, during, or after tutoring; students taking too much time to complete the tutoring steps; students failing to follow the tutoring procedure; and students cheating about points recording and scores. A sample teacher script is provided. (DB)

An introductory chapter of the report is devoted to explanation of the work of Mercator-Education, a European center concerned with languages not commonly taught. The second chapter discusses comparative methodology in studying social phenomena in general and more specifically, in education. Chapter three chronicles the historical development of comparative education from the late eighteenth century to the present day. The fourth chapter looks more closely at the evolving methodology of comparative education, including the contributions of the dominant positivist paradigm, cultural relativism and phenomenology, the problem-solving approach, and the case study approach. Chapter 5 discusses the explanatory analyses given by education researchers and sociologists concerning the educational position of minority languages, with emphasis on cultural pluralism, multilingualism, regional identity, and curriculum control. A concluding chapter makes recommendations for further research and looks at the utility of the theory-driven case study research in the future. Contains 154 references. (MSE)

ED 408 824 FL 024 564

Eckermann, Carol; Kim, Anna Charr
A Comparison of Oral and Writing Development in a Second Language College Student.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; Adult Learning; Age Differences; Case Studies; College Students; Comparative Analysis; *English (Second Language); *Error Patterns; Foreign Students; Higher Education; Language Acquisition; *Language Patterns; Language Usage; Linguistic Theory; *Oral Language; Second Language Learning; Syntax; Time Factors (Learning); *Written Language
IDENTIFIERS- Monitor Model; National Louis University IL; Placement Tests

A case study of second language development in a college student focused on comparative changes in the development of oral and written skills over a period of two years. The subject was a Russian student of English as a second language who had recently arrived in the United States. Errors and syntactic maturity were analyzed in writing samples during this period, and compared with results of oral interviews used for placement. Results indicate that errors decreased and syntactic maturity increased in the same way that occurs in a first language. It is believed that time was a critical factor in self-monitoring, so errors would decrease faster in writing when more time was available. However, errors decreased in the subject's oral expression at a faster rate than in his writing, supporting the hypothesis that adults use the language monitoring function to a greater degree than do younger students. Contains 12 references. (MSE) q¼e‼∷Λ nnaΛre‼, a teacher pr fe‼‼Λ nal s¼r eQ, and pr jec∷ managemen∷ fΛndΛng‼. L ng-∷erm e al¼a∷Λ n plan‼ and pr jec∷ rec mmenda∷Λ n‼ ba‼ed n the fΛr‼∷-Qear s¼r eQ are al‼ incl¼ded. C n∷aΛn‼ 22 reference‼ and 16 table‼. (MSE)

ED 408 845 FL 024 603

La¼per, J¼lΛe Ann
Ref¼‼al S∷ra∷egΛe‼ f Na∷Λ e SpanΛ‼h Speaker‼ in SpanΛ‼h and in EnglΛ‼h and f Na∷Λ e EnglΛ‼h Speaker‼ in EnglΛ‼h.
PUB DATE- Mar 97
NOTE- 39p.; Paper pre‼en∷ed a∷ the Ann¼al Mee∷Λng f the Teacher‼ EnglΛ‼h t Speaker‼ f O∷her Lang¼age‼ (31‼∷, Orland , FL, March 11-15, 1997).
LANGUAGE- EnglΛ‼h
EDRS PrΛce- MF01/PC02 Pl¼‼ P ‼∷age.
PUB TYPE- Rep r∷‼ - Re‼earch/TechnΛcal (143),Speeche‼, C nference Paper‼, "Paper‼ Pre‼en∷ed a∷..." (150)
DESCRIPTORS- C mpara∷Λ e AnalQ‼Λ‼; C n∷ra‼∷Λ e LΛng¼Λ‼∷Λc‼; EnglΛ‼h; *EnglΛ‼h (Sec nd Lang¼age); Lang¼age Pa∷∷ern‼; Lang¼age Re‼earch; Lang¼age U‼age; *Na∷Λ e Speaker‼; *Pragma∷Λc‼; *Sec nd Lang¼age‼; *SpanΛ‼h; *SpanΛ‼h SpeakΛng
IDENTIFIERS- *Ref¼‼al‼

A s∷¼dQ analQΛed pa∷∷ern‼ in ne speech ac∷, tha∷ f ref¼‼al, in 60 na∷Λ e EnglΛ‼h speaker‼ (re‼p ndΛng in EnglΛ‼h nlQ) and 120 na∷Λ e SpanΛ‼h speaker‼ (60 re‼p ndΛng in EnglΛ‼h and 60 in SpanΛ‼h). Na∷Λ e EnglΛ‼h speaker‼ ere c llege s∷¼den∷‼ in the UnΛ∷ed S∷a∷e‼ and SpanΛ‼h speaker‼ ere s∷¼den∷‼ in SpaΛn. A q¼e‼∷Λ nnaΛre a‼ u‼ed t elΛcΛ∷ ref¼‼al‼ f r 20 sΛ∷¼a∷Λ n‼. Da∷a ere al‼ ga∷hered c ncernΛng the s¼bjec∷‼' age, gender, le el f ed¼ca∷Λ n a∷∷aΛned, and c ¼n∷rQ f rΛgΛn. AnalQ‼Λ‼ f the re‼p n‼e‼ re‼¼l∷ed in a ta¤ n mQ f 43 ref¼‼al s∷ra∷egΛe‼. Re‼¼l∷‼ indΛca∷e the three gr ¼p‼ had dΛfferen∷ ref¼‼al pa∷∷ern‼. In s me ca‼e‼, SpanΛ‼h speaker‼ ref¼‼ed sΛmΛlarlQ in SpanΛ‼h (SS) and EnglΛ‼h (SE) b¼∷ dΛfferen∷lQ fr m EnglΛ‼h speaker‼ (EE), s¼gge‼∷Λng pragma∷Λc tran‼fer in the SE gr ¼p. H e er, i∷ a‼ al‼ f ¼nd tha∷ in s me ca‼e‼ the ref¼‼al s∷ra∷egΛe‼ f SE‼ appr ¤Λma∷ed th ‼e f the EE‼, and in ∷her ca‼e‼ the SE s∷ra∷egΛe‼ ere dΛfferen∷ fr m b ∷h ∷her gr ¼p‼. In addΛ∷Λ n, i∷ a‼ f ¼nd tha∷ all three gr ¼p‼ u‼ed dΛfferen∷ ref¼‼al s∷ra∷egΛe‼ in ref¼‼al‼ f r m ral, ed¼ca∷Λ nal, s cΛal, fΛnancΛal, and phQ‼Λcal rea‼ n‼. (A¼∷h r/MSE)

Methods; Vocabulary Development; Writing Instruction
IDENTIFIERS- Total Physical Response

The resource book was designed for teachers of adult learners of English as a second language (ESL). It provides background information on language acquisition, adult learning, and cross-cultural issues, and presents specific teaching techniques and activities. An introductory section outlines the principles of adult and second language education on which the materials are based. The second section examines second language learning in greater detail, including the four basic language skills, specific functions of language, and areas in which individual language learners' differences must be taken into account in teaching. The third section looks at issues in cross-cultural communication, in general and situation-related. The next chapter discusses needs and skills assessment. Subsequent sections provide guidelines and activities for teaching listening and speaking (vocabulary development, grammar, idioms, conversation, English phonology), reading and writing (language experience approach, pre-reading, word recognition, development of fluent oral reading, beginning writing, guided writing, free writing), and integrated communication activities (information grids, information gaps, and other integrated communication techniques). The final section outlines principles and steps in lesson planning, and contains sample completed and blank lesson plan activity sheets. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 408 884 HE 030 199

McKernan, James
Curriculum Action Research. A Handbook of Methods and Resources for the Reflective Practitioner. Second Edition.
PUB DATE- 96
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Action Research; *Curriculum Development; Educational Change; *Educational Innovation; Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; Research and Development; Teacher Researchers; *Theory Practice Relationship

This handbook shows how the curriculum can be improved through action research and that teachers and other practitioners are best placed to conduct such research. Chapter 1 explores that historical and philosophical foundations of the action research movement. Chapter 2 discusses the teacher as researcher and professional, and offers criteria for a professional code of ethics. Chapter 3 looks at those research methods dealing with observational and narrative techniques for the conduct of action research. Chapter 4 introduces a variety of non-observational survey and self-report research techniques for the conduct of curriculum action research. Chapter 5 presents both discourse analysis methods and instructional and pedagogical problem-solving techniques that might be employed in teaching and learning scenarios. The second part of Chapter 5 focuses upon the use of instructional problem-solving strategies (such as brainstorming, discussion groups) for use in action research projects. Chapter 6 discusses critical-reflective and evaluative research techniques. Chapter 7 explores a variety of procedures and techniques for the analysis of action research data. Chapter 8 deals with establishing networks and communities of action researchers. Chapter 9 describes case studies of the use of action research in higher education. (Contains 300 references.) (JLS)

DOCUMENT RESUME
ED 408 416

RIE VOL.32 NO.11
NOVEMBER 1997

FROM:ED 408 885
TO:ED 409 345

0002

ED 408 885 HE 030 201

Walpole, MaryBeth
College and Class Status: The Effect of Social Class Background on College Impact and Outcomes.
PUB DATE- Mar 97
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; *College Graduates; Disadvantaged Environment; Disadvantaged Youth; *Educational Attainment; Educational Theories; Educationally Disadvantaged; Graduate Study; Higher Education; Income; Longitudinal Studies; Multiple Regression Analysis; *Outcomes of Education; Racial Factors; Regression (Statistics); Social Class; Social Influences; Social Integration; Social Mobility; *Social Theories; *Socioeconomic Influences; *Socioeconomic Status
IDENTIFIERS- Cooperative Institutional Research Program; *Cultural Capital

This study used data from the national study of the Cooperative Institutional Research Program (CIRP) to investigate the impact of college on income, educational aspirations, and educational attainment for students from low socioeconomic status (SES) backgrounds compared to those from high-SES backgrounds. The study was based on concepts of cultural capital and habitus developed by Pierre Bourdieu (1977, 1990, 1994). Data from CIRP's 1985 Freshmen Survey, the 1989 Follow-Up Survey, and the 1994 Follow-Up Survey resulted in a sample of 12,000 subjects that responded to all 3 surveys. The second part of the research used stepwise regression analysis to determine variables associated with graduate school attendance for all students, low-SES students, and high-SES students. The analyses showed that 9 years after entering college, students from low SES backgrounds had lower levels of income, educational attainment, educational aspirations, and graduate school attendance than their peers from high SES backgrounds. Race had no significant impact nor did college selectivity for low SES groups. Selectivity of college did impact educational aspirations for high SES groups. (Contains 64 references.) (JLS)

ED 408 886 HE 030 202

Oppenheim, Nancy
How International Teaching Assistant Programs Can Prevent Lawsuits.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Rights; Communicative Competence (Languages); *Compliance (Legal); Court Litigation; English; Equal Opportunities (Jobs); *Foreign Students; Graduate Students; Higher Education; Inservice Teacher Education; Instructional Improvement; Language Skills; Legal Responsibility; *School Law; Student Evaluation of Teacher Performance; Student Rights;

ED 408 904   HE 030 223

Schlach::er, GaΛl Ann; Weber, R. Da Λd
FΛnancΛal AΛd f r the DΛ::abled and TheΛr FamΛlΛe::, 1996-1998. A LΛ::: f: Sch lar::hΛp::, Fell ::hΛp::/Gran:::, L an::, Gran:::-Λn-AΛd, A ard::, and In::ern::hΛp:: De::Λgned PrΛmarΛlQ r E¤clꙊ::Λ elQ f r Per:: n:: Λ::h DΛ::abΛlΛ::Λe:: and Member:: f TheΛr FamΛlΛe::; S::a::e S Ꙋrce:: f BenefΛ:::; and Reference S Ꙋrce:: n FΛnancΛal AΛd::.
PUB DATE- 96
NOTE- 349p.; F r the pre Λ Ꙋ:: edΛ::Λ n, see ED 301 094.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D cꙊmen:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),Reference Ma::erΛal:: - DΛrec:: rΛe::/Ca::al g:: (132)
DESCRIPTORS- Acce::: t EdꙊca::Λ n; *Ca::eg rΛcal AΛd; Dependen:::; *DΛ::abΛlΛ::Λe::; ElΛgΛbΛlΛ::Q; FamΛlQ Pr gram::; Fell ::hΛp::; *FΛnancΛal AΛd ApplΛcan:::; Gran:::; HΛgher EdꙊca::Λ n; In::ern::hΛp Pr gram::; J b TraΛnΛng; PaQΛng f r C llege; PrΛ a::e AgencΛe::; Sch lar::hΛp::; *S::a::e AΛd; S::a::e Pr gram::; *S::Ꙋden:: FΛnancΛal AΛd; S::Ꙋden:: L an Pr gram::; VΛ::Ꙋal ImpaΛrmen:::; V ca::Λ nal EdꙊca::Λ n; W rk E¤perΛence Pr gram::

ThΛ:: bΛennΛal dΛrec:: rQ f edꙊca::Λ nal ser Λce:: f r the dΛ::abled and theΛr famΛlΛe:: lΛ::::: 1,052 pr gram::, ser Λce::, and dΛrec:: rΛe:: de::Λgned prΛmarΛlQ r e¤clꙊ::Λ elQ f r per:: n:: Λ::h dΛ::abΛlΛ::Λe:: and member:: f theΛr famΛlΛe::, s Ꙋrce:: f s::a::e benefΛ:::, and ::her fΛnancΛal aΛd dΛrec:: rΛe::. An in::r dꙊc:: rQ sec::Λ n e¤plaΛn:: the pꙊrp ::e f the dΛrec:: rQ, sh :: a sample en::rQ, and e¤plaΛn:: h t u::e Λ::. Each pr gram de::crΛp::Λ n u::Ꙋally inclꙊde:: the name f the rganΛΛa::Λ n fferΛng the ser Λce, the defΛned pꙊrp ::e f the pr gram, elΛgΛbΛlΛ::Q reqꙊΛremen:::, fΛnancΛal da::a (d llar:: gran::ed), dꙊra::Λ n, nꙊmber f a ard:: ffered annꙊallQ, and applΛca::Λ n deadlΛne. Pr gram de::crΛp::Λ n:: are ca::eg rΛΛed bQ tQpe f a ard--sch lar::hΛp, fell ::hΛp, gran::, l an, gran::-Λn-aΛd, añard, r in::ern::hΛp and al:: acc rdΛng t tQpe f dΛ::abΛlΛ::Q, inclꙊdΛng dΛ::abΛlΛ::Λe:: in general, r::h pedΛc and de el pmen::al dΛ::abΛlΛ::Λe::, hearΛng dΛ::abΛlΛ::Λe::, vΛ::Ꙋal dΛ::abΛlΛ::Λe::, c mmꙊnΛca::Λ n and ::her dΛ::abΛlΛ::Λe::, r f r famΛlΛe:: f the dΛ::abled. A sec::Λ n n s::a::e benefΛ::: inclꙊde:: a lΛ::: f s::a::e fΛnancΛal aΛd ffΛce::, s::Ꙋden:: l an pr gram::, and v ca::Λ nal rehabΛlΛ::a::Λ n ser Λce::. A bΛblΛ graphQ f fΛnancΛal aΛd dΛrec:: rΛe:: Λ:: rganΛΛed acc rdΛng t tQpe f a ard. Al:: inclꙊded in thΛ:: sec::Λ n are se eral inde¤e::: a pr gram tΛ::le inde¤, a sp n:: rΛng rganΛΛa::Λ n inde¤, re::ΛdencQ inde¤, tenabΛlΛ::Q (ge graphΛc l ca::Λ n:: here the pr gram:: lΛ:::ed maQ be u::ed) inde¤, sꙊbjec:: inde¤, and calendar inde¤ (applΛca::Λ n fΛlΛng da::e::). (CH)

ED 408 905   HE 030 224

Schlach::er, GaΛl Ann; Weber, R. Da Λd
FΛnancΛal AΛd f r Ve::eran::, MΛlΛ::arQ Per:: nnel and TheΛr Dependen:::, 1996-1998. A LΛ::: f: Sch lar::hΛp::, Fell ::hΛp::/Gran:::, L an::, Gran:::-Λn-AΛd, A ard::, and In::ern::hΛp:: De::Λgned PrΛmarΛlQ r E¤clꙊ::Λ elQ f r Ve::eran::, MΛlΛ::arQ Per:: nnel, and TheΛr Dependen:::; S::a::e S Ꙋrce:: f BenefΛ:::; and Reference S Ꙋrce n FΛnancΛal AΛd::.
PUB DATE- 96
NOTE- 321p.; F r the pre Λ Ꙋ:: edΛ::Λ n, see ED 331 435.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D cꙊmen:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),Reference Ma::erΛal:: - DΛrec:: rΛe::/Ca::al g::

ED 408 923 HE 030 268

Trend:: in Degree:: and Cer::ΛfΛca::e::, bQ Pr gram. MarQland HΛgher Ed¼ca::Λ n In::::Λ::¼::Λ n::.
PUB DATE- MaQ 97
NOTE- 193p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC08 Pl¼:: P ::::age.
PUB TYPE- N¼merΛcal/Q¼an::Λ::a::Λ e Da::a (110)
DESCRIPTORS- A:::: cΛa::e Degree::; Bachel r:: Degree::; C mm¼nΛ::Q C llege::; *Degree:: (AcademΛc); D c:: ral Degree::; *HΛgher Ed¼ca::Λ n; *Maj r:: (S::¼den::::); Ma::::er:: Degree::; PrΛ a::e C llege::; P¼blΛc C llege::; SpecΛal Degree Pr gram::; S::a::e C llege::; S::a::e UnΛ er::Λ::Λe::; S::a::Λ::::Λcal Da::a; Table:: (Da::a); TechnΛcal In::::Λ::¼::e::; Trend AnalQ::Λ::; T Year C llege::; Undergrad¼a::e S::¼dQ; V ca::Λ nal Ed¼ca::Λ n
IDENTIFIERS- *MarQland

ThΛ:: rep r:: pre::en:::: trend da::a f r degree:: and cer::ΛfΛca::e::, bQ pr gram, f r the Qear:: 1983-1996 f r MarQland hΛgher ed¼ca::Λ n in::::Λ::¼::Λ n::. Da::a table:: are incl¼ded f r: (1) the f ll Λng c mm¼nΛ::Q c llege::: AlleganQ; Anne Ar¼ndel; Bal::Λm re CΛ::Q; Carr ll; Ca:: n:: Λlle; CecΛl; Charle:: C ¼n::Q; Che::apeake; D¼ndalk; E::::e::; FrederΛck; Garre::::; Hager:::: n J¼nΛ r C llege; Harf rd; H ard; M n::g merQ C llege-R ck Λlle, Tak ma Park, and German:: n; PrΛnce Ge rge'::; and W r-WΛc; (2) the f ll Λng p¼blΛc f ¼r-Qear c llege:: and unΛ er::Λ::Λe::: B Λe S::a::e; C ppΛn S::a::e; Fr ::::b¼rg S::a::e; SalΛ::b¼rQ S::a::e; T :: n S::a::e; UnΛ er::Λ::Q f Bal::Λm re; UnΛ er::Λ::Q f MarQland-Bal::Λm re, Bal::Λm re C ¼n::Q, C llege Park, Ea::::ern Sh re, and UnΛ er::Λ::Q C llege; M rgan S::a::e; and S::. MarQ':: C llege f MarQland; and (3) the f ll Λng independen:: c llege:: and unΛ er::Λ::Λe::: Bal::Λm re Hebre UnΛ er::Λ::Q; Bal::Λm re In::erna::Λ nal C¼lΛnarQ C llege; CapΛ:: l C llege; C l¼mbΛa C¼l::¼ral In::::Λ::¼::e; C l¼mbΛa UnΛ n; Ea::::ern ChrΛ::::Λan C llege; G ¼cher C llege; Hager:::: n B¼::Λne:::: C llege; HarrQ L¼ndeberg Sch l f Seaman::hΛp; H d C llege; J hn:: H pkΛn:: UnΛ er::Λ::Q; L Q la C llege; MarQland C llege f Ar:: & De::Λgn; MarQland In::::Λ::¼::e C llege f Ar::; M ¼n:: S::. MarQ':: C llege; Ner I::rael RabbΛnΛcal C llege; C llege f N ::re Dame f MarQland; Peab dQ In::::Λ::¼::e; P :: mac C llege; S::. J hn':: C llege; S::. MarQ':: SemΛnarQ & UnΛ er::Λ::Q; S j ¼rner-D ¼gla:::: C llege; TradΛ::Λ nal Ac¼p¼nc::¼re In::::Λ::¼::e; VΛlla J¼lΛe C llege; Wa::hΛng:: n BΛble C llege; Wa::hΛng:: n C llege; Wa::hΛng:: n The l gΛcal UnΛ n; and We::::ern MarQland C llege. (CH)

ED 408 924 HE 030 269

S::¼dQ f the Effec::Λ ene:::: f "PrΛ a::ΛΛΛng" RemedΛal Ser Λce::.
PUB DATE- MaQ 97
NOTE- 12p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¼:: P ::::age.
PUB TYPE- Legal/LegΛ::la::Λ e/Reg¼la:: rQ Ma::erΛal:: (090),Rep r:::: - E al¼a::Λ e/Fea::ΛbΛlΛ::Q (142)
DESCRIPTORS- *C mm¼nΛ::Q C llege::; C mpen::a:: rQ Ed¼ca::Λ n; Ed¼ca::Λ nal A::::e::::men::; HΛgher Ed¼ca::Λ n; In::::r¼c::Λ nal Effec::Λ ene::::; *PrΛ a::ΛΛa::Λ n; Pr gram Effec::Λ ene::::; Pr gram E al¼a::Λ n; RemedΛal In::::r¼c::Λ n; RemedΛal Ma::hema::Λc::; *RemedΛal Pr gram::; S::a::Λ::::Λcal AnalQ::Λ::; T¼:: rΛal Pr gram::; *T¼:: rΛng; T Year C llege::
IDENTIFIERS- *MarQland; SQl an LearnΛng SQ::::em::

ThΛ:: s::¼dQ e al¼a::ed a pΛl :: pr jec:: f r prΛ a::ΛΛΛng r ¼:::: ¼rcΛng remedΛal ed¼ca::Λ n pr gram:: in the s::a::e f

ED 408 941 IR 018 354

Dake, DennΛ:: M.
A Per:: nal VΛ::Λ n Q¥e::::: LearnΛng T ThΛnk LΛke an Ar::Λ:::.
PUB DATE- Jan 97
NOTE- 11p.; In: VΛ::Λ nQ¥e:::: J ¥rneQ:: t ard VΛ::¥al LΛ::eracQ. Selec::ed ReadΛng:: fr m the Ann¥al C nference f the In::erna::Λ nal VΛ::¥al LΛ::eracQ A::: cΛa::Λ n (28::h, CheQenne, WQ mΛng, Oc:: ber, 1996); see IR 018 353. ThΛ:: paper a:: selec::ed a:: the "EdΛ:: r::' Ch Λce." C n::aΛn:: ph :: graph:: hΛch maQ n :: repr d¥ce clearlQ.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P :::age.
PUB TYPE- Rep r::: - E al¥a::Λ e/Fea::ΛbΛlΛ::Q (142),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *Ar::Λ::::; *C gnΛ::Λ e Pr ce:::e::; C mm¥nΛca::Λ n (Th ¥gh:: Tran::fer); C ncep:: F rma::Λ n; *Crea::Λ e ThΛnkΛng; *Crea::Λ Λ::Q; GraphΛc Ar:::; Percep::Λ n; *P::Qch l gΛcal Charac::erΛ:::Λc::; VΛ::¥al LearnΛng; *VΛ::¥al LΛ::eracQ; VΛ::¥alΛΛa::Λ n
IDENTIFIERS- *Ar::Λ:::Λc Th ¥gh::

U::Λng the me::aph rΛc s:: rQ de Λce f t trΛbe::, ne tha:: b¥Λld:: theΛr c¥l::¥re ar ¥nd rd:: and the ::her hΛch depend:: prΛmarΛlQ n vΛ::¥al percep::Λ n, thΛ:: paper s¥gge:::: a dΛ:::Λnc::Λ e men::al paradΛgm a:: rk Λ::hΛn the s cΛe::Q f ar::Λ:::, h p¥r::¥e vΛ::¥al lΛ::eracQ thr ¥gh graphΛc idea::Λ n. The a¥::h r dΛ::c¥:::e:: hΛ:: ed¥ca::Λ n in ar:: and hΛ:: dΛ::c erQ f "meme::," the smalle::: rec gnΛΛable pΛece:: f inf rma::Λ n, and n ::e:: tha:: h lΛ:::Λc meme:: ha e gΛ en hΛm a percep::Λ n f the e::hΛcal val¥e:: and bΛa::e:: f the trΛbe f the vΛ::Λ n. DΛ::c¥:::Λ n then m e:: t the dΛfference:: be:: een the thΛnkΛng f vΛ::¥al ar::Λ:::: and th ::e Λ::h ¥:: ar::Λ:::Λc inclΛna::Λ n::, a:: iden::ΛfΛed bQ ne¥r p::Qch l gΛ:::: and p::Qch l gΛ::::. Ar::Λ:::, h are m re a are f the ab:::rac:: s::r¥c::¥re:: underlQΛng vΛ::¥al percep::Λ n, are be:::er able t c n::r l and manΛp¥la::e the vΛ:: -spa::Λal ab:::rac:: s::r¥c::¥re f theΛr vΛ::Λ n:: f r c mm¥nΛca::Λ e and crea::Λ e p¥rp ::e::. VΛ::¥al ar::Λ:::: f ackn ledged crea::Λ Λ::Q ha e al:: been f ¥nd t dem n:::ra::e m¥ch grea::er ::e f all¥::Λ e-- r l ::e ca::eg rΛcal--::hΛnkΛng than n n-ar::Λ::::. Re::earch ha:: s¥gge:::ed tha:: the s¥perΛmp ::Λ::Λ n f separa::e en::Λ::Λe:: and phen mena in the same space Λ::hΛn the h¥man braΛn i:: the trΛggerΛng mechanΛ::m f r crea::Λ e th ¥gh::, r h m ::pa::Λal thΛnkΛng. P::Qch m rph l gQ h ld:: tha:: the mΛnd (p::Qch) and the rld f vΛ::¥al f rm:: (m rph l gQ) are in::Λma::elQ and in::egrallQ en:: Λned. A:: ill¥:::ra::ed in the a¥::h r'::: ab:::rac:: laQered-f rm and shaped can a:: paΛn::Λng::, fle::ΛbΛlΛ::Q and fl¥encQ are nece:::arQ t effec::Λ elQ de el p effec::Λ e vΛ::¥al s::Λm¥lΛ; thΛ:: de::Λgn fl¥encQ ha:: been iden::ΛfΛed Λ::h the rΛgh:: hemΛ::phere f the braΛn. VΛ::¥al lΛ::eracQ req¥Λre:: a deepenΛng f vΛ::¥al under:::andΛng achΛe ed thr ¥gh vΛ::¥al e::perΛence in addΛ::Λ n t the rd ba::ed s::¥dQ f h¥man percep::Λ n. (C n::aΛn:: 19 reference::.) (AEF)

ED 408 942 IR 018 355

McLellan, HΛlarQ
Inf rma::Λ n De::Λgn VΛa the In::erne::.
PUB DATE- Jan 97
NOTE- 7p.; In: VΛ::Λ nQ¥e:::: J ¥rneQ:: t ard VΛ::¥al LΛ::eracQ. Selec::ed ReadΛng:: fr m the Ann¥al C nference f the In::erna::Λ nal VΛ::¥al LΛ::eracQ A::: cΛa::Λ n (28::h, CheQenne, WQ mΛng, Oc:: ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ::h

ED 408 959 IR 018 372

Washington, James M., Jr.
Design Issues Adapting a Visual Paper-and-Pencil Test to the Computer: A Case Study--The Figure Classification Test.
PUB DATE- Jan 97
NOTE- 9p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); *Computer Assisted Testing; Computer Interfaces; Computer System Design; Computer Uses in Education; Evaluation Methods; Instructional Materials; *Media Adaptation; Navigation (Information Systems); Optical Scanners; Pictorial Stimuli; Screen Design (Computers); Spatial Ability; *Test Construction
IDENTIFIERS- Digital Imagery; *Paper and Pencil Tests

This paper documents issues in converting the Figure Classification Test to the computer. The purpose of the test, which is almost entirely visual, is to determine the subject's ability to discover rules via the visual/spatial environment. The methodology of the paper-and-pencil Figure Classification Test is as follows: the subject views a series of two or three groups of pictures composed of printed shapes and is asked to classify each of the figures as belonging to one of three groups. In converting the paper-and-pencil test to the computer, the immediate concern was scanning the original drawings and converting them to line output. The philosophy of design for the project screens was to keep close to the paper version, yet to help the user navigate the test. The authoring aid used allowed mouse and keyboard input to operate equivalently for the user. Only minor changes to the original instructions were made; instructions to make the user familiar with the interface were added. Preliminary evaluation consisted of direct observation; 15 subjects at different times ran the program with no verbal instructions or coaching. The user interface and screen design seemed to be acceptable. No subject, after moving the mouse, ever attempted to use the keyboard for input. Users did not all gain immediate proficiency at the task, possibly due to the instructions. Device dependence issues also detracted from the computer test's equivalence to the original test. Direct observation of the program users appears to be a good first step toward improving and validating this computer-based test. (Contains 13 references.) (AEF)

ED 408 960 IR 018 373

Chown, Jeffrey
Representing the Ghetto Playground: From "Be Like Mike" to "Hoop Dreams."
PUB DATE- Jan 97
NOTE- 8p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 408 977 IR 018 390

BaɅelɅ, MarɅlQn; R bɅn:: n, Rh nda
Crea::Ʌng CrɅ::Ʌcal ThɅnker::.
PUB DATE- Jan 97
NOTE- 8p.; In: VɅ::Ʌ nQ¥e::::: J ¥rneQ:: t ard VɅ::¥al LɅ::eracQ. Selec::ed ReadɅng:: fr m the Ann¥al C nference f the In::erna::Ʌ nal VɅ::¥al LɅ::eracQ A:::: cɅa::Ʌ n (28::h, CheQenne, WQ mɅng, Oc:: ber, 1996); see IR 018 353.
LANGUAGE- EnglɅ::h
EDRS PrɅce- MF01/PC01 Pl¥:: P ::::age.
PUB TYPE- G¥Ʌde::/Me::h d::/TechnɅq¥e:: (F r Prac::Ʌ::Ʌ ner::) - Cla::::r m U::e - TeachɅng G¥Ʌde:: (F r Teacher) (052),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Cla:::: Ac::Ʌ Ʌ::Ʌe::; CrɅ::Ʌcal ThɅnkɅng; *CrɅ::Ʌcal VɅeñɅng; C¥rrɅc¥l¥m De el pmen::; Elemen::arQ Sec ndarQ Ed¥ca::Ʌ n; *LearnɅng Ac::Ʌ Ʌ::Ʌe::; Ma:::: MedɅa R le; N n erbal LearnɅng; P p¥lar C¥l::¥re; *Pr blem S l Ʌng; Rele ance (Ed¥ca::Ʌ n); SkɅll De el pmen::; VɅ::¥al DɅ::crɅmɅna::Ʌ n; *VɅ::¥al LearnɅng; *VɅ::¥al LɅ::eracQ

The incl¥::Ʌ n f crɅ::Ʌcal thɅnkɅng and vɅe Ʌng skɅll:: acr :::: the c¥rrɅc¥l¥m i:: ne aQ t appr ach the de el pmen:: f pr blem s l Ʌng, hɅch c ¥ld help de el p the kɅnd f s::¥den:::: prepared t accep:: the challenge:: theQ face. U::Ʌng p p¥lar medɅa in teachɅng s¥ch skɅll:: lɅnk:: crɅ::Ʌcal thɅnkɅng t lɅfe in a aQ tha:: keep:: crɅ::Ʌcal thɅnkɅng fr m beɅng i:: la::ed r seemɅng t dɅffɅc¥l:: f r s::¥den::::. VɅeñɅng ac::Ʌ Ʌ::Ʌe:: are m ::Ʌ a::Ʌng, challengɅng, f¥n, and can enhance c mm¥nɅca::Ʌ n skɅll:: am ng s::¥den:::: hɅle theQ de el p theɅr crɅ::Ʌcal thɅnkɅng skɅll::. ThɅ:: paper s¥gge:::::: ac::Ʌ Ʌ::Ʌe:: f r u::Ʌng vɅde analQ::Ʌ::, tele Ʌ::Ʌ n pr d¥c::Ʌ n, c mp¥::er::, and ph :: graphQ, a:: ell a:: hand::- n ge me::rɅcal/rea:: nɅng ta::k:: and ac::Ʌ Ʌ::Ʌe:: tha:: in l e vɅ::¥al analQ::Ʌ:: f c l r and shape:: f le::::er:: f the alphabe::. Idea:: are pre::en::ed f r implemen::Ʌng the::e ac::Ʌ Ʌ::Ʌe:: in se eral c¥rrɅc¥l¥m area::. (AEF)

ED 408 978 IR 018 391

N em::kQ, LɅ::a; Ga¥::rea¥, R nald
Percep::Ʌ n in the In Ʌ::Ʌble W rld f PhQ::Ʌc::.
PUB DATE- Jan 97
NOTE- 10p.; In: VɅ::Ʌ nQ¥e::::: J ¥rneQ:: t ard VɅ::¥al LɅ::eracQ. Selec::ed ReadɅng:: fr m the Ann¥al C nference f the In::erna::Ʌ nal VɅ::¥al LɅ::eracQ A:::: cɅa::Ʌ n (28::h, CheQenne, WQ mɅng, Oc:: ber, 1996); see IR 018 353.
LANGUAGE- EnglɅ::h
EDRS PrɅce- MF01/PC01 Pl¥:: P ::::age.
PUB TYPE- Rep r:::: - E al¥a::Ʌ e/Fea::ɅbɅlɅ::Q (142),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Change Agen::::; C gnɅ::Ʌ e De el pmen::; C mprehen::Ʌ n; *C ncep:: F rma::Ʌ n; HɅgher Ed¥ca::Ʌ n; ImagerQ; Me::aph r::; *Percep::Ʌ n; *PhQ::Ʌc::; PɅc:: rɅal S::ɅmɅ¥lɅ; ScɅence In::::r¥c::Ʌ n; Sec ndarQ Ed¥ca::Ʌ n; *VɅ::¥al S::Ʌm¥lɅ

PhQ::Ʌc:: learnɅng in l e:: a change in the habɅ::¥al percep::Ʌ n f the e erQdaQ rld. In rder t de::crɅbe the real rld scɅen::ɅfɅcallQ, an indɅ Ʌd¥al m¥:::: de el p percep::Ʌ n and c gnɅ::Ʌ n capable f rec n::::r¥c::Ʌng the rld fr m ra sen:: rQ da::a and inc rp ra::Ʌng acq¥Ʌred kn ledge f the scɅen::ɅfɅc c mm¥nɅ::Q. The in::r d¥c:: rQ phQ::Ʌc:: s::¥den:: s::r¥ggle:: t "::ee" the in Ʌ::Ʌble fɅl::er:: f c n en::Ʌ nal phQ::Ʌc:: idea:: tha:: m :::: phQ::ɅcɅ:::::: take f r gran::ed. ThɅ:: paper dra :: n se eral the rɅe:: f percep::Ʌ n and imagerQ t e::pl re e::perɅence:: Ʌ::h the in Ʌ::Ʌble rld f phQ::Ʌc::. DɅ::c¥::::Ʌ n incl¥de::: genera::Ʌ n

ED 408 996 IR 018 409

C m¥n∷ΛΛ∷-Page, Ge rge∷∷e
A PrelΛmΛnarQ S∷¥dQ n ChΛldren'∷ Under∷∷andΛng f a VΛ∷¥al U∷ed in Tele Λ∷Λ n In∷er Λe ∷.
PUB DATE- Jan 97
NOTE- 10p.; In: VΛ∷Λ nQ¥e∷∷: J ¥rneQ∷ t ard VΛ∷¥al LΛ∷eracQ. Selec∷ed ReadΛng∷ fr m the Ann¥al C nference f the In∷erna∷Λ nal VΛ∷¥al LΛ∷eracQ A∷∷ cΛa∷Λ n (28∷h, CheQenne, WQ mΛng, Oc∷ ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl¥∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - Re∷earch/TechnΛcal (143),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- *A¥dΛence Re∷p n∷e; *ChΛldh d A∷∷Λ∷¥de∷; ChΛldren; C mprehen∷Λ n; In∷er Λeñ∷; Per∷pec∷Λ e TakΛng; Tele Λ∷Λ n Re∷earch; *Tele Λ∷Λ n S¥r eQ∷; *Tele Λ∷Λ n VΛe Λng; VΛde ∷ape Rec rdΛng∷; *VΛ∷¥al LΛ∷eracQ
IDENTIFIERS- Fla ell (J)

ThΛ∷ s∷¥dQ e¤amΛne∷ chΛldren'∷ in∷erpre∷a∷Λ n∷ f a vΛ∷¥al c n en∷Λ n u∷ed in tele Λ∷Λ n in∷er Λe ∷ and inc rp ra∷e∷ a∷ a frameñ rk Fla ell'∷ the rQ f the de el pmen∷ seq¥ence f under∷∷andΛng tele Λ∷Λ n (1990). ThΛr∷Q-f ¥r chΛldren ere indΛ Λd¥allQ sh n a vΛde ∷ape f t pe ple talkΛng in an in∷er Λe n a tele Λ∷Λ n ne ∷ pr gram. ChΛldren an∷ ered q¥e∷∷Λ n∷ ab ¥∷ h see∷ ha∷ and ha∷'∷ "reallQ and tr¥lQ" happenΛng in the vΛ∷¥al. The chΛldren ere al∷ engaged in a ta∷k hΛch de∷ermΛned theΛr le el∷ f per∷pec∷Λ e-∷akΛng abΛlΛ∷Q and theΛr idea f ha∷ pe ple l k lΛke hen theQ talk t each ∷her in three-dΛmen∷Λ nal, real- rld sΛ∷¥a∷Λ n∷. Perf rmance∷ re ealed age t be sΛgnΛfΛcan∷. O∷her fac∷ r∷ (∷e¤, per∷pec∷Λ e takΛng, and under∷∷andΛng c n en∷Λ n∷ f c n er∷a∷Λ n in the three-dΛmen∷Λ nal rld) ere q¥e∷∷Λ nable. The re∷earcher spec¥la∷e∷ tha∷ u∷Λng a dΛfferen∷ vΛde ∷aped segmen∷ ¥ld QΛeld m re sΛgnΛfΛcan∷ re∷¥l∷∷. FΛndΛng∷ rela∷e t pre Λ ¥∷ s∷¥dΛe∷ bQ C m¥n∷ΛΛ∷-Page and ∷her∷ n chΛldren'∷ in∷erpre∷a∷Λ n∷ f tele Λ∷Λ n'∷ f rmal fea∷¥re∷. FΛndΛng∷ al∷ per∷aΛn t the rk f Fla ell and ∷her de el pmen∷alΛ∷∷∷ n per∷pec∷Λ e takΛng and appearance-realΛ∷Q phen mena. (C n∷aΛn∷ 24 reference∷.) (A¥∷h r/AEF)

ED 408 997 IR 018 410

W¥, S phΛa T.
Fac∷ r∷ Affec∷Λng ChΛldren'∷ A∷∷en∷Λ n n TV VΛe Λng.
PUB DATE- Jan 97
NOTE- 8p.; In: VΛ∷Λ nQ¥e∷∷: J ¥rneQ∷ t ard VΛ∷¥al LΛ∷eracQ. Selec∷ed ReadΛng∷ fr m the Ann¥al C nference f the In∷erna∷Λ nal VΛ∷¥al LΛ∷eracQ A∷∷ cΛa∷Λ n (28∷h, CheQenne, WQ mΛng, Oc∷ ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl¥∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - Re∷earch/TechnΛcal (143),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- *A∷∷en∷Λ n Span; *ChΛldren∷ Tele Λ∷Λ n; F reΛgn C ¥n∷rΛe∷; In∷er Λeñ∷; KΛndergar∷en; KΛndergar∷en ChΛldren; PrΛmarQ Ed¥ca∷Λ n; S cΛal Infl¥ence∷; *Tele Λ∷Λ n Re∷earch; *Tele Λ∷Λ n VΛeñΛng; VΛ∷¥al LΛ∷eracQ
IDENTIFIERS- TaΛ an

ThΛ∷ s∷¥dQ in e∷∷Λga∷ed ha∷ and h pre∷ch l chΛldren vΛe chΛldren'∷ tele Λ∷Λ n pr gram∷, Λ∷h a f c¥∷ n c¥l∷¥ral and ec l gΛcal fac∷ r∷ hΛch mΛgh∷ affec∷ theΛr vΛ∷¥al a∷∷en∷Λ n and the na∷¥re f theΛr immedΛa∷e recall f c n∷en∷. The

ED 409 014 IR 056 405

Knowles, Elizabeth; Smith, Martha
The Reading Connection: Bringing Parents, Teachers, and Librarians Together.
PUB DATE- 97
NOTE- 118p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Books; Elementary Education; Learning Activities; Librarian Teacher Cooperation; Literacy; Literary Genres; *Parent Participation; *Parent Teacher Cooperation; Reading Aloud to Others; Reading Materials; *Reading Motivation; Reading Strategies; Student Motivation
IDENTIFIERS- *Book Clubs; Professional Literature

Librarians and teachers can tap a powerful source for motivating children to read by involving parents and creating a partnership between home and school. This guide shows educators how to encourage literacy and reading by establishing a book club for parents, teachers, librarians, and students. Chapter 1 discusses directions for starting a book club and includes tips and sample book club sessions to help educators launch a group. Subsequent chapters provide bibliographies of reading material arranged by genre: read-alouds, horror stories, historical fiction, picture books, multicultural literature, poetry, science fiction and fantasy, nonfiction and reference, bibliotherapy and problem novels, award-winning books, biographies, and series books. For each genre the authors give a general overview, guided reading questions, an annotated list of journal articles about the genre, an annotated bibliography of suggested reading materials, and a bibliography of resources for further reading. Presented in reproducible format, the bibliographies can easily be distributed to teachers, parents, and students. Helpful Internet addresses and additional tips are offered in the concluding chapter. (Author/AEF)

ED 409 015 IR 056 406

Homa, Linda L., Ed.; And Others
The Elementary School Library Collection: A Guide to Books and Other Media, Phases 1-2-3. 20th Edition.
PUB DATE- 96
NOTE- 1157p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Books; Children; Childrens Literature; Educational Media; *Elementary Education; Instructional Materials; *Library Acquisition; *Library Collection Development; Library Material Selection; Library Materials; Multimedia Materials; Nonprint Media; Printed Materials; Reading Interests; Reading Skills; Resource Materials; *School Libraries; *Selection Tools

ED 409 032 JC 970 306

Pensacola Junior College Institutional Effectiveness Progress Report, 1995. Year 3, 1994-1995 Academic Year Progress-to-Date.
PUB DATE- 1 Jun 95
NOTE- 26p.; Report printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Description) (141)
DESCRIPTORS- College Curriculum; *College Outcomes Assessment; Community Colleges; Evaluation Criteria; Institutional Effectiveness; *Organizational Objectives; *School Effectiveness; *Self Evaluation (Groups); Student Personnel Services; Tables (Data); Two Year Colleges
IDENTIFIERS- Pensacola Junior College FL

In spring 1995, Florida's Pensacola Junior College (PJC) undertook the third assessment of institutional effectiveness using an assessment plan developed between 1990 and 1993. Outcomes were examined for the 1994-95 academic year with respect to the 51 goals, 147 objectives, and 253 indicators of effectiveness identified by the assessment plan in 16 functional areas. Area supervisors were requested to report on at least one objective and one indicator for each of the goals. Results of the process included the following: (1) 84 of the 253 indicators were selected to be reported for 1994-95, although with multiple reports for some indicators a total of 171 indicator reports were received; (2) 90.6% (n=155) of the indicators were shown to have been fully met in terms of designated levels of performance; and (3) indicators that were not met included achieving an annual 1% improvement in retention rates, maintaining college energy usage below state guidelines, and achieving a 70% satisfaction rate for financial aid services. As a result of the process, it was recommended that the assessment be continued in 1995-96; that the total number of indicator reports generated be increased; and that more product-oriented, as opposed to process-oriented, indicators be developed. Tables showing outcomes by indicator are included. (HAA)

ED 409 033 JC 970 307

Pensacola Junior College Transfer Rate Study, 1990-1996.
PUB DATE- 96
NOTE- 12p.; Report is printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Associate Degrees; *College Graduates; *College Transfer Students; Community Colleges; *Enrollment Trends; Student Characteristics; Tables (Data); Trend Analysis; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Pensacola Junior College FL; *Transfer Rates (College)

Presenting background information on the transfer rate at Florida's Pensacola Junior College (PJC), the seven tables in this report provide data on trends and graduation rates from 1990 to 1996 for first-time-in-college (FTIC) students. The first table examines graduation rates for first-time-at-PJC students, FTIC students, FTIC Associate in Arts (AA) majors, FTIC AA majors who earned 12 or more credits, and FTIC AA majors with 12 or more credits who sent transcripts to four-

ED 409 051 JC 970 367

Platt, Gail M.
Planning 1997-98, Progress 1996-97. Annual Report.
PUB DATE- May 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Description) (141)
DESCRIPTORS- Community Colleges; *Curriculum Development; *Educational Technology; Instructional Effectiveness; *Learning Resources Centers; Objectives; Outcomes of Education; Program Effectiveness; *Remedial Programs; Remedial Reading; Two Year Colleges
IDENTIFIERS- South Plains College TX

Established in fall 1980, TheLearningCenter at South Plains College, in Texas, is designed to provide assistance to students seeking specialized services, offering developmental and college-level courses, peer-tutoring, computer-aided instruction, learning opportunities, and learning assessments. This annual report describes instructional activities, curriculum, faculty, equipment and facilities, and the accomplishments of students who received services through the Center during 1996-97, as well as goals and plans through 1998. The first section presents a detailed report of outcomes for 1996-97 for the following seven performance measures: (1) students, indicating that 13,287 student contacts were recorded for fall 1996 amounting to an unduplicated count of 2,420 students; (2) curriculum, describing proposed changes and faculty involvement in curriculum development; (3) instruction, indicating that on fall 1995 evaluations Center instructors received a mean rating of 4.6 on a 5-point scale; (4) faculty, describing professional development activities; (5) physical facilities, reviewing needs for additional technology; (6) intra-institutional relationships, describing cooperation with the college library and business office; and (7) external relationships, describing specific efforts to work with area high schools and organizations. Next, a progress report is provided on the seven goals in the Center's 1996-97 planning statement and goals developed for 1997-98 are presented for the seven performance measures. A course evaluation instrument and tables of outcomes for students who received reading remediation at the Center are attached. (HAA)

ED 409 052 JC 970 368

Sworder, Steve
Evaluation of Intermediate Algebra Prerequisite Enforcement at Saddleback College.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Algebra; *College Mathematics; Community Colleges; Comparative Analysis; *Grades (Scholastic); *Prerequisites; Program Effectiveness; *Required Courses; Success; Two Year College Students; Two Year Colleges

In fall 1996, California's Saddleback Community College began enforcing a prerequisite mathematics course for the college's Algebra (Math 8), Statistics (Math 10), and Trigonometry (Math

ED 409 070 JC 970 387

A Review of the Proposed North County Center in Paso Robles--An Educational Center of the San Luis Obispo County Community College District. Commission Report 97-5.
PUB DATE- Jun 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Community Colleges; *Education Service Centers; *Educational Facilities Planning; Educational Needs; *Facility Requirements; Guidelines; Rural Areas; School Expansion; *Site Analysis; Two Year Colleges
IDENTIFIERS- San Luis Obispo County Comm Coll Dist CA

This three-part report presents the recommendations of the California Postsecondary Education Commission on a proposal by the San Luis Obispo County Community College District (SLOCCCD) to create an educational center in the City of Paso Robles. Part 1 provides the Commission's conclusions and recommendations, indicating that, based on a needs study for center conducted by the SLOCCCD and Commission guidelines, the proposed North County Center should be approved as a permanent educational center. Part 2 offers background information on the proposal, including discussions of statutory requirements for new educational campuses; the origins of the proposal, indicating that the District's single college in San Luis Obispo is at capacity; a general description of the SLOCCCD; and procedures for reviewing proposals. Part 3 provides an analysis of the proposal, including an overview of the Commission's findings related to the following criteria: sufficient enrollment projections, a consideration of programmatic and geographic alternatives, adequate plans to serve disadvantaged students and ensure access to the center, sound academic planning, projected budgets, analyses of the environmental and social impacts, likely effects on other educational institutions, and economic efficiency. Detailed guidelines for review of proposed educational institutions and a letter containing enrollment projections are appended. Maps of the SLOCCCD service area and regional topography, driving distances, and population growth are included. (HAA)

ED 409 071 JC 970 389

Selected Student Statistics, 1994-95.
PUB DATE- Jun 97
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Description) (141)
DESCRIPTORS- Community Colleges; *Enrollment; *Enrollment Trends; Ethnic Groups; *Full Time Equivalency; School Districts; *Student Characteristics; Tables (Data); *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Wisconsin Technical College System

Providing data on headcount enrollment for the Wisconsin Technical College System, this report contains tables of system-wide enrollments, district enrollments, and enrollments by selected student characteristics for 1994-95, as well as historical data from the past 10 years. Following a map of Wisconsin college districts, categories of aid code tables used are defined as college parallel; postsecondary, including

ED 409 089 PS 025 458

Ediger, Marlow
Multiple Intelligences and Their Implementation in the Elementary School.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Curriculum Development; Educational History; *Educational Philosophy; Elementary Education; *Elementary School Curriculum; *Intelligence; Vocational Education
IDENTIFIERS- Gardner (Howard); *Multiple Intelligences

Howard Gardner (1993) identified seven areas of intelligence: verbal/linguistic, logical/mathematical, visual/spatial, musical, bodily/kinesthetic, interpersonal, and intrapersonal. At the elementary school level, he emphasized using an evaluation specialist, a curriculum developer, and a school-community worker to coordinate and harmonize learning activities in the classroom. This essay discusses the organization of the elementary school curriculum, focusing on Gardner's theory of multiple intelligences. The essay also discusses realism as a philosophy of education, focusing on the content areas of science and social studies mirrored in Gardner's areas of intelligence. The essay holds that the Seven Cardinal Principles of Education, developed by the Committee on the Reorganization of the National Education Association in 1918, are still relevant and represent worthy goals for pupils to achieve. These principles include health, command of fundamental processes, worthy home membership, vocation, civic education, worthy use of leisure time, and ethical character. The essay criticizes the strong emphasis upon all pupils to achieve a high level in academic areas, and praises the role of vocational education. Contains 13 references. (MDM)

ED 409 090 PS 025 504

Rowe, Diana
Young Children and Stress: How Can We Help? AECA Resource Book Series, Volume 3 Number 4.
PUB DATE- Dec 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Foreign Countries; *Relaxation Training; *Stress Management; Stress Variables; Symptoms (Individual Disorders); Visualization; *Young Children
IDENTIFIERS- *Creative Visualization; *Stress (Biological)

While some stress in life is normal and may even be useful, too much stress can cause a number of difficulties. This guide is designed to assist early childhood teachers in understanding the role of stress in the lives of young children and in helping children cope with that stress. The guide discusses the definition of stress and the causes of stress in young children, such as the loss of a loved one, family violence, and excessive family expectations. The guide explains how young

ED 409 108 PS 025 578

Oberman, Ida
Waldorf History: Case Study of Institutional Memory.
PUB DATE- Mar 97
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational change; Educational History; Elementary Secondary Education; *Semiotics
IDENTIFIERS- *Rituals; Waldorf Educational Theory; *Waldorf Schools

This paper asserts that the century-old educational reform movement known as "Waldorf" is an instance of the tremendous potential that semiotic representation holds for school reform. It proposes that Waldorf's staying power is hidden in the reform's semiotic support: its symbols, motifs, and rituals. Rather than presenting Waldorf's official history, the paper concentrates on the representational images of Waldorf's institutional identity, or how the institution "remembers" itself. It begins with a description of the design of Waldorf pedagogy and its successful dissemination in various countries throughout the world. It then constructs the "memory map" of Waldorf, describing how its foundation story, teacher training and teacher networks, annual festivals and daily verses, curricular ritual of eurythmy (a form of dance), architecture, and birthday celebrations of the original German school serve to perpetuate the institution. The paper concludes that these rituals together form constitutive elements in a powerful liturgy of remembrance, and that the charisma of Waldorf lies in its manifold ways of sacramentally re-producing the past as reality for the present and guidance for the future. Appendices present photographs and verses associated with Waldorf history. Contains 72 references. (EV)

ED 409 109 PS 025 579

Krummheuer, Gotz
Reflexive Arguing in Elementary School Classes: Opportunities for Learning.
PUB DATE- Mar 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Elementary Education; *Elementary School Curriculum; *Group Activities; Learning Processes; *Mathematics Instruction; Mathematics Skills; Narration
IDENTIFIERS- *Narrative Paradigm; Social Constructivism

This research deals with the social constitution of learning in classroom settings, attempting to reveal Bruner's (1990, 1996) folk psychology or folk pedagogy in everyday teaching and learning processes. Specifically, it focused on how the reasons or arguments for completing activities emerge while children are attempting to solve a given mathematical problem in group

ED 409 125 PS 025 944

Nord, Christine Winquist; And Others
Fathers' Involvement in Their Children's Schools.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Attainment; Elementary Secondary Education; Family Environment; *Fathers; Nuclear Family; One Parent Family; Parent Influence; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; Socioeconomic Influences; Stepfamily; Tables (Data)
IDENTIFIERS- *Noncustodial Parents

Noting the relatively few studies that have examined the individual contributions that mothers and fathers make to their children's schooling, this study examined the extent to which resident (excluding foster) and nonresident fathers are involved in their children's schools, and the influence their involvement has on how their children are doing in school. Information on school involvement was obtained from the parents of 16,910 kindergartners through 12th graders, as part of the National Household Education Survey. Respondents were asked which adults in the household had participated in four types of school activities (general school meeting, scheduled parent-teacher conference, school or class event, volunteer opportunities at the school) and where appropriate, about the children's contact with their nonresident parent and whether the nonresident parent had participated in school activities. Among the findings are the following: (1) in two-parent families the most common activity in which parents participate is a general school meeting such as back-to-school night; (2) fathers in two-parent families are substantially less likely than mothers in either type of family or fathers in single-parent families to participate in the four types of activities; (3) fathers who head single-parent families have school involvement patterns that are very similar to those of mothers who head single parent families; (4) mothers and fathers in both types of families tended to decrease their involvement as children move from elementary to middle to high school; (5) parental involvement in schools is higher for children in families living above the poverty threshold and not receiving federal assistance than in families that experience economic difficulties, and this is true in both two-parent and single-mother families, though the differences are larger in two-parent families; (6) fathers are more likely to be highly involved as mothers' involvement increases, and vice versa; and (7) the involvement of nonresident fathers appears to be particularly important for children in grades 6-12, reducing the likelihood that the children have been suspended or expelled or repeated a grade. (Two appendices include detailed tables on parental involvement by grade level, and adjusted odds ratios for all factors included in models of student outcomes. Contains 79 references.) (HTH)

ED 409 126 RC 020 258

Northern Enlightenment: A Sharing & Caring Gathering. Conference Summary; Wasilla, Alaska, April 7-9, 1993.

ED 409 142 RC 021 085

UnraΨ, WΛllΛam E.; MΛner, H. CraΛg
TrΛbal DΛ::p ::::e:::Λ n and the O:::a a IndΛan UnΛ er::Λ::Q FraΨd.
PUB DATE- 85
NOTE- 224p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D cΨmen:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),HΛ::: rΛcal Ma::erΛal:: (060)
DESCRIPTORS- *AmerΛcan IndΛan EdΨca::Λ n; AmerΛcan IndΛan HΛ::: rQ; C llege::; EdΨca::Λ nal HΛ::: rQ; *Federal IndΛan Rela::Λ n::hΛp; HΛgher EdΨca::Λ n; Trea::Λe::
IDENTIFIERS- FraΨd; In:::Λ::Ψ::Λ nal HΛ::: rQ; Kan::a::; MΛ:::Λ narΛe::; *O:::aña (TrΛbe); *O:::a a UnΛ er::Λ::Q KS

The O:::a a Trea::Q f 1862 pr Λded tha:: a 20,000-acre parcel f trΛbal land be u::ed t end   a sch l f r the benefΛ:: f the O:::a a IndΛan::. ThΛ:: b k i:: a ca::e s::ΨdQ f manΛpΨla::Λ n and fraΨd, herebQ the O:::aña:: ere pr mΛ::ed a unΛ er::Λ::Q, paΛd f r m ::: f i::, and then l ::: i:: in the ffΛce:: f bΨreaΨcra:::. Thank:: t in e:::Λga::Λ n:: a:: se eral le el:: f acc Ψn::abΛlΛ::Q in the 19::h cen::ΨrQ and t the fΛndΛng:: f the IndΛan ClaΛm:: C mmΛ:::Λ n in the 20::h cen::ΨrQ, the clande:::Λne maneΨ er:: and the mΛ::Ψ::e f O:::a a re:: Ψrce:: bQ en::erprΛ::Λng WhΛ::e in ader:: ere rec rded in grea:: de::aΛl. The s:: rQ f the O:::a a IndΛan UnΛ er::Λ::Q fraΨd i:: n :: a sΛmple ne; i:: in l ed a c mple¤ c nfr n::a::Λ n am ng IndΛan tradΛ::Λ nalΛ:::, IndΛan n n::radΛ::Λ nalΛ:::, g ernmen:: ffΛcΛal::, terrΛ:: rΛal and s::a::e bΨreaΨcra:::, edΨca::Λ nal specΨla:: r::, and ChrΛ:::Λan mΛ:::Λ narΛe::. The s:: rQ call:: f r m ral analQ::Λ:: becaΨ::e i:: a:: precΛ::elQ in the name f edΨca::Λ n and m ralΛ::Q (::ha:: i::, the e:::ablΛ::hmen:: f a Bap::Λ::: unΛ er::Λ::Q) tha:: the fraΨd t k place. H e er, the in l emen:: f the prΛncΛpal   Ψld-be edΨca:: r:: in the fΛnancΛal a::pec::: f the unΛ er::Λ::Q':: e:::ablΛ::hmen:: cl Ψded theΛr jΨdgmen:: and pr m ::ed specΛal-in::ere::: re::p n::e::. A maj r c nclΨ::Λ n f the b k i:: tha:: legalΛ::m and pragma::Λ::m ere the in::ellec::Ψal s::alkΛng-h r::e:: tha:: c n::rΛbΨ::ed m ::: t the vΛc:: rQ f ec n mΛc in::ere:::   er hΨman c ncern:: in the ca::e. O:::a a UnΛ er::Λ::Q i:: s::Λll in pera::Λ n a:: i::: rΛgΛnal l ca::Λ n ab Ψ:: 50 mΛle:: s Ψ::hñe::: f Kan::a:: CΛ::Q, and ha:: recen::lQ ann Ψnced a plan t pr Λde tΨΛ::Λ n and b ardΛng sch lar::hΛp:: t O:::aña trΛbal member::. The b k c n::aΛn:: reference:: in n ::e::, a bΛblΛ graphQ, an inde¤, and ph :: graph::. (SV)

ED 409 143 RC 021 086

KeΛ::h, Jeane:::e
C Ψn::rQ Pe ple in the Ne S Ψ::h: Tenne:::ee':: Upper CΨmberland. S::ΨdΛe:: in RΨral CΨl::Ψre.
PUB DATE- 95
NOTE- 304p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D cΨmen:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),HΛ::: rΛcal Ma::erΛal:: (060)
DESCRIPTORS- *C mmΨnΛ::Q C n::r l; *CΨl::Ψre C nflΛc::; EdΨca::Λ nal Change; Elemen::arQ Sec ndarQ EdΨca::Λ n; FamΛlQ LΛfe; P lΛ::Λc::; *P lΛ::Λc:: f EdΨca::Λ n; *RelΛgΛ n; Re::Λ:::ance t Change; RΨral Ec n mΛc::; RΨral EdΨca::Λ n; Sch l C mmΨnΛ::Q Rela::Λ n::hΛp; S cΛal Change; S cΛal HΛ::: rQ; *TradΛ::Λ nalΛ::m
IDENTIFIERS- *RΨral CΨl::Ψre; Sc pe:: TrΛal; *Tenne:::ee (Upper CΨmberland)

In the sΨmmer f 1925, na::Λ nal a:::en::Λ n f cΨ::ed n DaQ:: n, Tenne:::ee, here J hn T. Sc pe:: a:: n trΛal f r teachΛng

ED 409 158 RC 021 114

Changing Faces of Reform. Proceedings of the Annual Rural & Small Schools Conference (18th, Manhattan, Kansas, October 27-28, 1996).
PUB DATE- Oct 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; *Educational Change; *Educational Strategies; Elementary Secondary Education; *Internet; *Rural Education; *Rural Schools; School Activities; School Administration; *Small Schools; Student Development; Superintendents; Teaching Methods

This proceedings contains abstracts of 21 presentations. Titles and presenters are: "Teaching and Learning in Multiage Classrooms" (Laura Blevins and others); "Leadership, School Reform and the Rural School Superintendents" (Mike Boone); "Teaching English as a Second Language from Theory to Practice" (Mingsheng Dai); "A Guide for Central Office Leaders for Implementing Systemic Continuous Improvement" (Kathy Dale, Alfred P. Wilson); "The Greening of a School District" (Kathy Dale, Alfred P. Wilson); "Character Construction Crew" (Bob Godin and others); "What the 'Arts in Education' Program Can Do for Your School: The Case of Wayne Wildcats" (Jim Hillesheim, Eric Hayashi, Wayne Wildcats); "After School Achievement" (Scott Hills); "Stakeholders' Evaluation of Rural/Small Schools" (Jerry G. Horn); "Preparing for the Changing Workplace: Helping Students Learn To Manage Their Careers" (Kenneth F. Hughey); "Communicating on the Web: Designing Pages for Visual Clarity" (Nancy Nelson Knupfer and others); "Harnessing the Internet: Applying Its Power to Rural Schools" (Nancy Nelson Knupfer); "Creating Cross-Platform Multimedia: Potentials and Pitfalls" (Judy E. Mahoney, William J. Rust); "The Increase of Anti-Social Behavior and Its Effects on Rural Classrooms" (Marjorie B. Pace, J. E. Potterfield); "Ethnic Groups, Diversity and Multicultural Understanding" (Richard Rangel); "Preparing Rural School Administrators" (Jan Reynolds); "Ethical Considerations of Internet Access" (Tweed W. Ross); "Alternate Education in Rural Communities" (Kerry Sachetta, David Rockers); "Developing Responsible Students: A Team Approach" (Frank Shaughnessy); "Population Change and Its Effects on Rural and Small Schools" (G. Kent Stewart); and "Process Skills in Secondary Family and Consumer Science Curriculum" (Sally J. Yahnke). Presenters' institutional affiliations are included. (SV)

ED 409 159 SE 058 432

Cronkhite, Louella; And Others
Going Global: Science Issues for the Junior High.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.; Alberta Teachers Association, Edmonton.; Canadian International Development Agency, Ottawa (Ontario).
PUB DATE- 95
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Cooperative Learning; Energy; *Environmental Education; Food; Foreign Countries; *Global Approach; *Interdisciplinary Approach; Junior High

ED 409 179   SE 060 332

KaΛ::er, Fl rΛan G.; And O::her::
En Λr nmen::al A::::Λ::Ɣde and Ec l gΛcal Beha Λ r.
PUB DATE- AƔg 96
NOTE- 65p.; Paper pre::en::ed a:: the AnnƔal Mee::Λng f the AmerΛcan P::Qch l gΛcal A:::: cΛa::Λ n (104::h, T r n:: , On::arΛ , Canada, AƔgƔ:::: 9-13, 1996).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC03 PlƔ:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *A::::Λ::Ɣde::; C gnΛ::Λ e S::rƔc::Ɣre::; En Λr nmen::; *En Λr nmen::al EdƔca::Λ n; Fac:: r AnalQ::Λ::; F reΛgn C Ɣn::rΛe::; P::Qch l gQ; QƔalΛ::Q f LΛfe; QƔe::::Λ nnaΛre::; *ScΛence and S cΛe::Q; ValƔe::
IDENTIFIERS- En Λr nmen::al A::::Λ::Ɣde::; *En Λr nmen::al P::Qch l gQ; S Λ::Λerland

ThΛ:: paper e::::ablΛ::he:: en Λr nmen::al a::::Λ::Ɣde, a c n::::rƔc:: in en Λr nmen::al p::Qch l gQ, a:: a p erfƔl predΛc:: r f ec l gΛcal beha Λ r. Ba::ed n AjΛen'::: the rQ f planned beha Λ r, thΛ:: s::ƔdQ u::e:: a unΛfΛed c ncep:: f a::::Λ::Ɣde and a pr babΛlΛ::::Λc mea::Ɣremen:: appr ach. QƔe::::Λ nnaΛre da::a fr m member:: f tñ ide l gΛcallQ dΛfferen:: S Λ:::: tran::p r::a::Λ n a:::: cΛa::Λ n:: are u::ed. The s::ƔdQ c nfΛrm:: three mea::Ɣre:: f r::h g nal dΛmen::Λ n:: bQ mean:: f fac:: r analQ::Λ::: (1) en Λr nmen::al kn ledge; (2) en Λr nmen::al valƔe::; and (3) ec l gΛcal beha Λ r in::en::Λ n. One ::her mea::Ɣre, general ec l gΛcal beha Λ r, i:: e::::ablΛ::hed a:: a Ra::ch-::cale tha:: a::::e::::e:: beha Λ r bQ c n::ΛderΛng inflƔence:: beQ nd a per:: n'::: ac::Ɣal beha Λ r c n::r l. A s::rƔc::Ɣral eqƔa::Λ n m del a:: u::ed t c nfΛrm the pr p ::ed m del: en Λr nmen::al kn ledge and en Λr nmen::al valƔe:: e¤plaΛn 40% f the varΛance f ec l gΛcal beha Λ r in::en::Λ n hΛch, in tƔrn, predΛc:::: 75% f the varΛance f general ec l gΛcal beha Λ r. C n::aΛn:: 78 reference::.
(AƔ::h r/DDR)

ED 409 180   SE 060 337

WΛegel, HeΛde G.; Bell, Karen
Pre-Ser Λce Elemen::arQ Teacher::' Affec::Λ e Re::p n::e:: t C mpƔ::er Ac::Λ Λ::Λe:: in Ma::hema::Λc:: C n::en:: C Ɣr::e::.
PUB DATE- Jan 96
NOTE- 18p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 PlƔ:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- Cla::::r m En Λr nmen::; *C mpƔ::er A::::Λ::::ed In::::rƔc::Λ n; Elemen::arQ Sec ndarQ EdƔca::Λ n; HΛgher EdƔca::Λ n; In::::rƔc::Λ nal Inn a::Λ n; LearnΛng Ac::Λ Λ::Λe::; LearnΛng S::ra::egΛe::; Ma::hema::Λcal C ncep::::; *Ma::hema::Λc:: An¤Λe::Q; *Ma::hema::Λc:: In::::rƔc::Λ n; *Pre::er Λce Teacher EdƔca::Λ n; S::Ɣden:: A::::Λ::Ɣde::; Teacher A::::Λ::Ɣde::; Teacher S::Ɣden:: Rela::Λ n::hΛp; TeachΛng Me::h d::
IDENTIFIERS- Pre::er Λce Teacher::

S::Ɣden:::: h are an¤Λ Ɣ:: ab Ɣ:: ma::hema::Λc:: elec:: t take fe er ma::hema::Λc:: c Ɣr::e:: in hΛgh sch l and c llege. ThΛ:: ma::h a Λdance i:: al:: tQpΛcal f r manQ fΛr::::-Qear elemen::arQ sch l teacher:: h sh   hΛgh le el:: f ma::hema::Λc:: an¤Λe::Q. The::e teacher:: schedƔle le:::: tΛme f r ma::hema::Λc:: in::::rƔc::Λ n than theΛr le:::: an¤Λ Ɣ:: c lleagƔe::. ThΛ:: paper rep r:::: n pre::er Λce teacher::' affec::Λ e re::p n::e:: t c mpƔ::er:: a:: a medΛƔm f r learnΛng and under::::andΛng ma::hema::Λc::. Three maΛn theme::

ED 409 201   SE 060 408

L ¥ck::-H r::leQ, S¥::an; And O::her::
PrΛncΛple:: f Effec::Λ e Pr fe::::Λ nal De el pmen:: f r Ma::hema::Λc:: and ScΛence Ed¥ca::Λ n: A SQn::he::Λ:: f S::andard::.
SPONS. AGENCY- Na::Λ nal ScΛence F ¥nda::Λ n, ArlΛng:: n, VA.
PUB DATE- MaQ 96
NOTE- 8p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P ::::age.
PUB TYPE- C llec::ed W rk:: - SerΛal:: (022)
DESCRIPTORS- *AcademΛc S::andard::; *Ed¥ca::Λ nal P lΛcQ; Elemen::arQ Sec ndarQ Ed¥ca::Λ n; HΛgher Ed¥ca::Λ n; *Kn ledge Ba::e f r TeachΛng; *Ma::hema::Λc:: In::::r¥c::Λ n; Ma::hema::Λc:: Teacher::; *Pr fe::::Λ nal De el pmen::; *ScΛence In::::r¥c::Λ n; ScΛence Teacher::; Techn l gQ Ed¥ca::Λ n
IDENTIFIERS- UnΛ er::Λ::Q f WΛ::c n::Λn MadΛ:: n
ThΛ:: brΛef dΛ::c¥::::e:: s me f the re::¥l:::: and c ncl¥::Λ n:: fr m the Pr fe::::Λ nal De el pmen:: Pr jec:: f the Na::Λ nal In::::Λ::¥::e f r ScΛence Ed¥ca::Λ n (NISE). The pr jec:: a:: in::ended t e¤pl re he::her the scΛence, ma::hema::Λc::, and pr fe::::Λ nal de el pmen:: c mm¥nΛ::Λe:: share a c mm n under::::andΛng f ha:: pr fe::::Λ nal learnΛng e¤perΛence:: l k lΛke and h teacher de el pmen:: sh ¥ld be n¥r::¥red. A varΛe::Q f s::andard:: and rela::ed ma::erΛal:: ere re Λeñed a:: par:: f the pr jec::, and a lΛ::::Λng f th ::e i:: incl¥ded. Se en prΛncΛple:: tha:: are f ¥nd in e¤cellen:: pr fe::::Λ nal de el pmen:: e¤perΛence:: f r scΛence and ma::hema::Λc:: ed¥ca:: r:: are pre::en::ed. The prΛncΛple:: incl¥de idea:: rela::ed t a clear, ell-defΛned image f effec::Λ e cla::::r m learnΛng and teachΛng; pr ΛdΛng teacher:: Λ::h pp r::¥nΛ::Λe:: t de el p kn ledge and skΛll:: and br aden theΛr teachΛng appr ache::; u::Λng in::::r¥c::Λ nal me::h d:: t pr m ::e learnΛng f r ad¥l:::: hΛch mΛrr r the me::h d:: u::ed Λ::h s::¥den::::; b¥ΛldΛng r s::reng::henΛng the learnΛng c mm¥nΛ::Q f scΛence and ma::hema::Λc:: teacher::; preparΛng and s¥pp r::Λng teacher:: t ser e in leader::hΛp r le::; pr ΛdΛng lΛnk:: t ::her par:::: f the ed¥ca::Λ nal sQ::::em; and makΛng c n::Λn¥ ¥:: a::::e::::men:: par:: f the pr fe::::Λ nal de el pmen:: pr ce::::. (DDR)

ED 409 202   SE 060 414

FarleQ, T m C.
Idah K-8 Ma::hema::Λc:: C ¥r::e f S::¥dQ G¥Λde: A G¥Λde f r E¤cellence in Ma::hema::Λc:: Ed¥ca::Λ n. Upda::e.
PUB DATE- MaQ 94
NOTE- 69p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC03 Pl¥:: P ::::age.
PUB TYPE- G¥Λde::/Me::h d::/TechnΛq¥e:: (F r Prac::Λ::Λ ner::) - Cla::::r m U::e - TeachΛng G¥Λde:: (F r Teacher) (052)
DESCRIPTORS- Algebra; Elemen::arQ Ed¥ca::Λ n; *Elemen::arQ Sch l Ma::hema::Λc::; *Ma::hema::Λc:: Ed¥ca::Λ n; S::a::e C¥rrΛc¥l¥m G¥Λde::
IDENTIFIERS- Idah
ThΛ:: c ¥r::e f s::¥dQ g¥Λde i:: de::Λgned t help teacher:: e::::ablΛ::h a c n::Λn¥Λ::Q Λ::hΛn the sc pe and seq¥ence f theΛr elemen::arQ sch l ma::hema::Λc:: c¥rrΛc¥l¥m and t a::::Λ:::: th ::e teacher:: in f rm¥la::Λng s me realΛ::::Λc g al:: f r them::el e:: and theΛr s::¥den::::. ThΛ:: g¥Λde delΛnea::e:: c n::en:: req¥Λremen:::: needed t sa::Λ::fQ K-8 pr fΛcΛencQ e¤pec::a::Λ n:: in ma::hema::Λc::. Par:: I c n::aΛn:: an in::r d¥c::Λ n, s::a::emen:: f phΛl :: phQ, and a vñcab¥larQ p ::Λ::Λ n s::a::emen::. Par:: II c n::aΛn:: c ¥r::e ¥::lΛne:: f r kΛndergar::en t eΛgh::h grade incl¥dΛng ¥::lΛne:: f r Pre-Algebra and Algebra I. Par:: III c n::aΛn:: a sc pe and seq¥ence

ED 409 224 SO 027 034

Teaching Street Law in High School. Street Law Clinical Program Handbook, 1990-91.
PUB DATE- 91
NOTE- 22p.; For related item, see SO 027 035.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Civics; Civil Law; Constitutional Law; High Schools; *Law Related Education; Practicums; Social Studies
IDENTIFIERS- District of Columbia; *Street Law; United States Constitution

This pamphlet is designed to aid law students as they participate in the "Street Law" seminar that pairs law students and educators in the high school classroom. The clinical program places future lawyers in the classroom to help instruct in areas such as how the law affects daily lives, the meaning of the Constitution, dispute resolution, mock trials, and the policies and values that underlie legal rules. This handbook provides clinical requirements and other information to help guide the year long program. Sections include: (1) "Introduction: A Word of Welcome"; (2) "Goals of the Street Law - High Schools Clinic for Law Students"; (3) "Course Requirements"; (4) "Field Supervision"; (5) "Administrative Responsibilities"; and (6) "Evaluation and Grading." (EH)

ED 409 225 SO 027 035

Teaching Street Law in Corrections. Clinical Program Handbook.
PUB DATE- 91
NOTE- 16p.; For related document, see SO 027 034.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civics; Correctional Education; *Correctional Institutions; *Crime; *Criminal Law; *Law Enforcement; *Law Related Education; Laws; Police Education; Postsecondary Education; Practicums
IDENTIFIERS- District of Columbia; *Street Law

This pamphlet is designed to aid students of law enforcement as they participate in the "Street Law" seminar that pairs students of law enforcement with residents of correctional institutions. The clinical program allows future law enforcement workers to apply their legal knowledge and skills in confronting legal issues and problems in the correctional facilities. This handbook provides clinical requirements and other information to help guide the year long program. Sections include: (1) "Introduction: A Word of Welcome"; (2) "Program Goals for Law Students"; (3) "Course Requirements"; (4) "Evaluations and Grading"; and (5) "Program Goals for Residents of Correctional Facilities." (EH)

ED 409 226 SO 027 054

Stark, Rebecca
Creative Ventures: Mysteries and UFO's.
PUB DATE- 87
NOTE- 67p.; For related document, see SO 027 055.
LANGUAGE- English

ED 409 250 SO 027 440

Campbell, Patricia B.; Storo, Jennifer N.
Girls Are...Boys Are... Myths, Stereotypes, and Gender Differences. Math and Science for the Coed Classroom.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 96
NOTE- 9p.; For related documents, see SO 027 437-439.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Coeducation; Educational Quality; *Equal Education; Mathematics Instruction; Nondiscriminatory Education; Science Instruction; Sex Bias; *Sex Differences; *Sex Fairness; *Sex Stereotypes; Womens Education

This pamphlet examines the misconception that one's gender is a significant predictor of abilities and interests. Knowing whether an individual is female or male tells a great deal biologically but very little otherwise. Gender is not a good predictor of academic skills, interests or emotional characteristics. Sections of the pamphlet include: (1) "How Much Does Gender Count?"; (2) "How Big Are the Differences?"; (3) "Myths and Realities"; (4) "Why Do Myths Persist?"; and (5) "Is It Real or Is It a Stereotype?". An 8-item reference and source section concludes the pamphlet. (EH)

ED 409 251 SO 027 606

Demmon, Terri; And Others
Moral and Character Development in Public Education.
PUB DATE- 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Codes of Ethics; Elementary Secondary Education; *Ethical Instruction; *Ethics; *Moral Development; *Moral Values; *Personality Development; *Public Education; Values

This paper addresses the pros and cons educators may encounter if they are involved in a character education program. Those supporting a character education program offer the following reasons: (1) decline of a traditional family structure; (2) erosion of the values system of key institutions; (3) the position of schools as the second most important contributor to a child's value system, with family being first; and (4) prevalent troubling trends in young people, such as declining work ethics, declining civil responsibility, disrespect for authority, dishonesty, violence and ethical illiteracy. Those opposing a character education program cite the following reasons: (1) lack of research showing a direct connection between values and behavior; (2) an erroneous assumption that teaching moral values will reduce irresponsible behavior; (3) the idea that moral values provide limited guidance for moral decisions, known as value conflict; and (4) young people do not perceive the same social problems as adults and would not likely turn to teachers for advice. The results come from a review of the literature and from a survey of 271 educators, students, and employees of mainstream work environments outside of education, all in the Michigan-Indiana area. The research indicated strong support from parents, school employees, and

ED 409 271 SP 037 370

C ::gr e, MarQellen S.
Perfec::Λng Ed¥ca::Λ nal Prac::Λce: The Ge rgΛa M del. DΛ::::ance LearnΛng Techn l gQ in the Teacher Ed¥ca::Λ n Pr gram.
PUB DATE- Feb 97
NOTE- 53p.; Paper pre::en::ed a:: the Ann¥al Mee::Λng f the AmerΛcan A:::: cΛa::Λ n f C llege:: f r Teacher Ed¥ca::Λ n (49::h, Ph enΛ::, AZ, March, 1997). FΛg¥re 1-13 c n::aΛn:: fΛlled prΛn::.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC03 Pl¥:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *DΛ::::ance Ed¥ca::Λ n; Elemen::arQ Sec ndarQ Ed¥ca::Λ n; HΛgher Ed¥ca::Λ n; *In::erac::Λ e Tele Λ::Λ n; M¥l::Λc¥l::¥ral Ed¥ca::Λ n; *Pre::er Λce Teacher Ed¥ca::Λ n; Pr gram Effec::Λ ene::::; S::a::e Pr gram::; S::a::e UnΛ er::Λ::Λe::; S::¥den:: Teacher::; Teacher A::::Λ::¥de::; *Telec mm¥nΛca::Λ n::; *Telec ¥r::e::
IDENTIFIERS- Ge rgΛa; Ge rgΛa S::a::eñΛde AcademΛc and MedΛcal SQ::::em

The Arm::::r ng A::lan::Λc S::a::e UnΛ er::Λ::Q Teacher Ed¥ca::Λ n Pr gram i:: a par::ΛcΛpan:: in the Ge rgΛa S::a::e Λde AcademΛc and MedΛcal SQ::::em, an in::erac::Λ e dΛ::::ance learnΛng ne:: rk. 0 er 400 sΛ::e:: ha e been lΛnked Λ::hΛn the s::a::e Λ::h an addΛ::Λ nal 1,700 in the plannΛng s::age. The ne:: rk incl¥de:: s::¥den:::: a:: the hΛgh sch l, c llege, and grad¥a::e pr fe::::Λ nal sch l le el::. The S::a::e f Ge rgΛa pr Λde:: l cal sΛ::e:: Λ::h c dec:: (c mpre::::Λ n/dec mpre::::Λ n sQ::::em::), a¥dΛ sQ::::em::, m nΛ:: r::, and graphΛc camera:: Λ::h l cal sΛ::e:: pr ΛdΛng space and r m ren a::Λ n::, a:: needed. DΛ::::ance learnΛng ha:: grea::lQ helped c nnec:: pre::er Λce teacher:: and theΛr c llege s¥per Λ:: r::, s me::Λme:: separa::ed bQ manQ mΛle::. DΛ::::ance learnΛng al:: all :: pre::er Λce teacher:: a:: dΛ::::an:: sΛ::e:: t ne:: rk and plan c pera::Λ e ac::Λ Λ::Λe:: s¥ch a:: fΛeld trΛp::. S¥cce::::f¥l dΛ::::ance learnΛng req¥Λre::: plannΛng and prepara::Λ n f r ma::erΛal::, eq¥Λpmen::, and s::ra::egΛe::; and the e::::ablΛ::hmen:: f a b nd be:: een s::¥den:::: and teacher:: hΛch can be facΛlΛ::a::ed bQ s¥ch s::ra::egΛe:: a:: al aQ:: u::Λng p¥pΛl name::. DΛ::::ance learnΛng techn l gQ i:: al:: a t l f r c¥l::¥rallQ re::p n::Λ e ed¥ca::Λ n, all Λng a dΛrec:: c nnec::Λ n be:: een the c mm¥nΛ::Q f the s::¥den:: and the c mm¥nΛ::Q f the rld. Appended are a re:: ¥rce bΛblΛ graphQ, a sample le:::: n plan, and an hΛ:::: rΛcal plaQ rΛ::::en bQ par::ΛcΛpa::Λng s::¥den:: teacher::. (C n::aΛn:: 92 reference::.) (JLS)

ED 409 272 SP 037 371

FenñΛck, Tara J.; Par:: n::, JΛm
A CrΛ::Λcal In e::::Λga::Λ n f the Pr blem:: Λ::h Pr blem-Ba::ed LearnΛng.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 Pl¥:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- C gnΛ::Λ e Pr ce::::e::; DΛ ergen:: ThΛnkΛng; Ed¥ca::Λ nal PhΛl :: phQ; Ed¥ca::Λ nal The rΛe::; Elemen::arQ Sec ndarQ Ed¥ca::Λ n; *EpΛ::::em l gQ; F reΛgn C ¥n::rΛe::; HΛgher Ed¥ca::Λ n; LearnΛng The rΛe::; Pre::er Λce Teacher Ed¥ca::Λ n; *Pr blem S l Λng; TeachΛng M del::; *The rQ Prac::Λce Rela::Λ n::hΛp
IDENTIFIERS- Ca::e Me::h d (TeachΛng TechnΛq¥e); *Pr blem Ba::ed LearnΛng

ThΛ:: paper i:: a crΛ::Λq¥e f pr blem-ba::ed learnΛng and f c¥::e::

ED 409 290 SP 037 414

Torres, Myriam N.
Discovering Students' Voices in Teachers' Classroom Inquiry.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Classroom Communication; Classroom Techniques; College School Cooperation; Elementary Education; Elementary School Teachers; Higher Education; *Inquiry; Inservice Teacher Education; *Participative Decision Making; Partnerships in Education; *Student Participation; *Teacher Researchers; Teacher Student Relationship

This study is part of a large project on teacher research and professional development in progress in the Teacher Enhancement Program (TEP), a collaborative mid-career program between the University of New Mexico and local public schools. The objective of the study was to describe teachers' engagement in classroom inquiry and the transformative process by which teachers awoke to their students' new voices and ways of participation in the classroom as well as the impact on their teaching methods and philosophy. Participants were 24 teachers attending TEP and the program staff during the semester of the course in teacher research. Teachers' involvement in their Classroom Systematic Inquiry Project (CSIP) was assisted by a peer support group, readings, whole group presentations and conversations, and the corresponding peer support member of the staff. Teacher perceptions of the new dimensions they discovered in their students were identified by means of discourse analysis of oral and written presentation of their inquiry projects and meetings. Findings indicated: teachers' transformative process went from skepticism to increased democratization of their classrooms; teachers awakened to their students' new voices, thereby becoming aware of their own teaching transformation; although skeptical and fearful at the beginning of the course, teachers eventually became fully engaged in their classroom inquiry. It was concluded that enhancing collaboration and more democratic student participation in the classroom is a necessary but not sufficient condition to assure culturally relevant teaching. (Contains 39 references.) (Author/LH)

ED 409 291 SP 037 415

Bottoms, Gene; Sharpe, Deede
Teaching for Understanding through Integration of Academic and Technical Education.
PUB DATE- 96
NOTE- 132p.; Sections printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Education; Case Studies; *Curriculum Development; Educational Innovation; High Schools; *Integrated Curriculum; *Interdisciplinary Approach; *Portfolio Assessment;

ED 409 310 SP 037 442

Beginning Educator Handbook: A Resource for First Year Educators.
PUB DATE- Aug 94
NOTE- 56p.; Originally published by the Washington State Office of the Superintendent of Public Instruction. Some pages contain light type that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; *Coping; Elementary Secondary Education; *Interpersonal Competence; *Parent Teacher Cooperation; Stress Management; Teacher Effectiveness; Teaching (Occupation); *Teaching Skills; Time Management

This handbook is divided into five parts: The introduction suggests how to approach the first year of teaching, and then dispels a number of myths about teaching. "Teaching Skills" covers general classroom management, planning lessons, paperwork and grading, and working with students, including student discipline, motivation, individual needs, accessing resources for students, and special needs programs. "Socialization Skills" focuses on fitting into the established school building system, establishing a relationship with one's mentor, and establishing relationships with staff members, including the principal, other teachers, classified staff, specialists, and volunteers. "Parents" covers establishing relationships with parents and conducting parent conferences. "Coping Skills" looks at time management and stress management. (Contains 29 references.) (ND)

ED 409 311 SP 037 444

De Corte, Erik; And Others
Learning Bad and Good Things from Instruction: A European Perspective.
PUB DATE- Aug 96
NOTE- 37p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arithmetic; Elementary School Mathematics; Elementary School Students; Foreign Countries; Grade 5; Grade 6; Higher Education; Intermediate Grades; *Mathematical Models; Mathematics Skills; *Problem Solving; *Student Attitudes; Student Teachers; *Theory Practice Relationship; *Thinking Skills; *Word Problems (Mathematics)
IDENTIFIERS- Belgium; Japan; Preservice Teachers

This paper reports on five related studies on upper elementary school students' beliefs about the role of real-world knowledge in solving mathematical word problems, and on possibilities of overcoming their unrealistic mathematical modeling. Findings from the first study of 75 Belgian fifth-grade students showed that as a consequence of current classroom practice in teaching arithmetic word problem solving, pupils have built up a tendency to solve word problems in a stereotyped way, i.e., they applied one of the basic arithmetic operations (or a

ED 409 328 TM 026 644

R ber::::, Jame:: S.; And O::her::
C mpara::Λ e ValΛdΛ::Q f the LΛker:: and Th½r::: ne Appr ache:: t A::::Λ::½de Mea::½remen::.
PUB DATE- Mar 97
NOTE- 27p.; Paper pre::en::ed a:: the Ann½al Mee::Λng f the AmerΛcan Ed½ca::Λ nal Re::earch A:::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 Pl½:: P :::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *A::::Λ::½de Mea::½re::; A::::Λ::½de::; C mpara::Λ e AnalQ::Λ::; *Err r f Mea::½remen::; I::em Re::p n::e The rQ; *LΛker:: Scale::; *Mea::½remen:: TechnΛq½e::; Re::earch Me::h d l gQ; *ValΛdΛ::Q
IDENTIFIERS- *Th½r::: ne Scale::

Graded r bΛnarQ dΛ::agree-agree re::p n::e:: t a::::Λ::½de s::a::emen:::: are f::en c llec::ed f r the p½rp ::e f a::::Λ::½de mea::½remen::. The empΛrΛcal charac::erΛ:::Λc:: f the::e re::p n::e:: Λll generallQ be inc n::Λ:::en:: Λ::h the analQ::Λcal l gΛc tha:: f rm:: the ba::Λ:: f the LΛker:: a::::Λ::½de mea::½remen:: technΛq½e (R. LΛker::, 1932). A:: a c n::eq½ence, the LΛker:: pr ced½re can lead t in alΛd mea::½remen:: f a selec:: gr ½p f indΛ Λd½al::. LΛker:: a::::Λ::½de e:::Λma::e:: can s½b:::an::ΛallQ mΛ::repre::en:: indΛ Λd½al:: Λ::h the m ::: nega::Λ e and m ::: p ::Λ::Λ e a::::Λ::½de:: s tha:: theQ appear t ha e m re m dera::e pΛnΛ n::. In c n::ra:::, the Th½r::: ne a::::Λ::½de mea::½remen:: pr ced½re (L. L. Th½r::: ne, 1928) i:: generallQ m re c n::Λ:::en:: Λ::h empΛrΛcal charac::erΛ:::Λc:: f dΛ::agree-agree re::p n::e::, and beca½::e f thΛ:: s½perΛ r c n::Λ:::encQ, Th½r::: ne a::::Λ::½de sc re:: d n :: s½ffer fr m thΛ:: tQpe f degraded valΛdΛ::Q. ThΛ:: paper hΛghlΛgh:::: the re::Λcal dΛfference:: be:: een the LΛker:: and Th½r::: ne appr ache:: t a::::Λ::½de mea::½remen:: and dem n:::ra::e:: h s½ch dΛfference:: can lead t dΛ::crepan:: a::::Λ::½de e:::Λma::e:: f r indΛ Λd½al:: Λ::h the m ::: e:::reme pΛnΛ n::. B ::h sΛm½la::ed da::a and real da::a n a::::Λ::½de t ard ab r::Λ n are u::ed t dem n:::ra::e thΛ:: dΛ::crepancQ. The re::½l:::: s½gge::: tha:: a::::Λ::½de re::earcher:: sh ½ld, a:: the verQ lea:::, de ::e m re a:::en::Λ n t the empΛrΛcal re::p n::e charac::erΛ:::Λc:: f i::em:: n a LΛker:: a::::Λ::½de q½e:::Λ nnaΛre. A:: m :::, the::e re::½l:::: s½gge::: tha:: ::her me::h d::, lΛke the Th½r::: ne technΛq½e r ne f i:::: recen::lQ de el ped i::em re::p n::e the rQ c ½n::erpar::::, sh ½ld be u::ed t derΛ e a::::Λ::½de e:::Λma::e:: fr m dΛ::agree-agree re::p n::e::. (C n::aΛn:: 1 table, 12 fΛg½re::, and 36 reference::.) (A½::h r/SLD)

ED 409 329 TM 026 768

SCASS ScΛence Pr jec:: C n::en::½:: G½ΛdelΛne:: f r ScΛence A:::e::::men::.
PUB DATE- Feb 97
NOTE- 14p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl½:: P :::age.
PUB TYPE- G½Λde::/Me::h d::/TechnΛq½e:: (F r Prac::Λ::Λ ner::) - N n-Cla::::r m U::e (F r AdmΛnΛ:::ra::Λ e and S½pp r:: S::aff, and f r Teacher::, Paren::::, ClergQ, e::c. in N n-Cla::::r m sΛ::½a::Λ n::) (055)
DESCRIPTORS- *AcademΛc AchΛe emen::; *C n:::r½c::ed Re::p n::e; Ed½ca::Λ nal A:::e::::men::; Ed½ca::Λ nal Techn l gQ; Elemen::arQ Sec ndarQ Ed½ca::Λ n; E:::aQ Te::::; *Perf rmance Ba::ed A:::e::::men::; *P r::f lΛ A:::e::::men::; *ScΛence Ed½ca::Λ n; ScΛence In:::r½c::Λ n; ScΛen::ΛfΛc C ncep::::; S::andard::; *Te:::

*TeachΛng A::::Λ::::an::::; T r::::; TraΛnΛng Me::h d::

ThΛ:: g¥Λde i:: in::ended t pr Λde admΛnΛ::::ra:: r:: re::p n::Λble f r se::::Λng p lΛcΛe:: f r traΛnΛng and empl QΛng in::erna::Λ nal teachΛng a::::Λ::::an:::: (ITA::) a frame rk t help de::ermΛne he::her theΛr pr gram:: and p lΛcΛe:: mΛgh:: be in vΛ la::Λ n f legΛ::la::Λ n r c mm n la preceden::::. The paper al:: dΛ::c¥::::e:: h   s cΛal p lΛcΛe::, a:: f rmalΛΛed in s::a::¥:: rQ scheme::, pr Λde g¥Λdance f r appr prΛa::e g al:: and p lΛcΛe:: f r ITA pr gram admΛnΛ::::ra::Λ n and s¥gge:::: aQ:: tha:: cr ::::-c¥l::¥ral ed¥ca::Λ nal re::earch can be u::ed t c ¥n::er p ::en::Λal legal claΛm::. An   er Λe   f the tQpe:: f claΛm:: tha:: mΛgh:: be br ¥gh:: bQ varΛ ¥:: par::Λe:: agaΛn:::: in::::Λ::¥::Λ n:: and ITA pr gram:: i:: pr Λded. Ne::::, each tQpe f claΛm i:: re Λe ed, a:: ell a:: the ac::Λ n:: tha:: admΛnΛ::::ra:: r:: can take t pre en:: s¥ch claΛm:: r mΛnΛmΛΛe theΛr impac::. A de::aΛled e¤ample i:: pr Λded regardΛng the req¥Λremen:: t c mm¥nΛca::e clearlQ in EnglΛ::h, Λ::h a char:: s¥mmarΛΛΛng s::a::e la :: in thΛ:: area. The u::e f EnglΛ::h lang¥age q¥alΛfQΛng te:::: tha:: maQ be   er- r under-Λncl¥::Λ e are al:: dΛ::c¥::::ed. The cΛ Λl rΛgh:::: pr ::ec::Λ n:: acc rded t ITA:: are de::crΛbed al ng Λ::h the implΛca::Λ n:: f r in::::Λ::¥::Λ n:: f hΛgher ed¥ca::Λ n. (C n::aΛn:: 23 reference::.) (A¥::h r/JLS)

ED 408 887 HE 030 203

CQr, DΛanne, Ed.; ReΛch, BlaΛΛe H rner, Ed.
ScalΛng the I rQ T er. S:: rΛe:: fr m W men in B¥::Λne:::: Sch l Fac¥l::Λe::.
PUB DATE- 96
NOTE- 202p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¥men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),C llec::ed W rk:: - General (020)
DESCRIPTORS- *B¥::Λne:::: Ed¥ca::Λ n Teacher::; Career Ch Λce; *Career De el pmen::; Career PlannΛng; D c:: ral DΛ::::er::a::Λ n::; *Grad¥a::e S::¥dQ; HΛgher Ed¥ca::Λ n; IndΛ Λd¥al De el pmen::; Leader::hΛp Q¥alΛ::Λe::; Per:: nal Narra::Λ e::; Pr fe::::Λ nal De el pmen::; *Ten¥re; W men AdmΛnΛ::::ra:: r::; *W men Fac¥l::Q

The nΛne narra::Λ e:: in thΛ:: b k d c¥men:: the e¤perΛence:: and in::Λgh:::: f   men academΛc:: a:: theQ rela::e t the per:: nal ch Λce::, trade- ff::, rΛ::k::, and chance:: theQ faced a:: varΛ ¥:: career s::age::. The c n::rΛb¥::Λ n:: f the earlQ career   men f c¥:: prΛmarΛlQ n i::::¥e:: rela::Λng t c mple::Λng theΛr dΛ::::er::a::Λ n:: and landΛng theΛr fΛr:::: j b, and Λncl¥de: "G Λng the E::::ra MΛle" (Y lande E. Chan); "KeepΛng the Balance" (J¥ne N.P. FrancΛ::); and "FΛndΛng MQ Place" (Marlene K. P¥ffer). MΛd-career   men addre:::: i::::¥e:: f a::::aΛnΛng ten¥re and m Λng in:: p ::::-::en¥re re::earch and admΛnΛ::::ra::Λ e p ::Λ::Λ n::. TΛ::le:: Λncl¥de "A G d Tra eler" (CQn::hΛa M. Bea::h); "B¥::Λne:::: Sch l Pr fe:::: r: A 'Real' J b Tha:: D e::n':: Seem LΛke W rk" (SheΛla M. P¥ffer); and "On MQ Term::" (Car lQne F. Smar::). SenΛ r academΛc:: elab ra::e n theΛr r le:: a:: leader:: in theΛr fΛeld. TΛ::le:: Λncl¥de "G Λng WΛ::h the Fl " (JanΛce M. BeQer); "A N nlΛnear LΛfe" (Karlene H. R ber::::); and "MQ AcademΛc LΛfe: A Me::am rph ::Λ:: in Three S::age::" (MarQ Ann V n GlΛn). Each sec::Λ n f the b k c ncl¥de:: Λ::h a chap::er tha:: pr Λde:: brΛef snap::h :::: f the c n::rΛb¥:: r:: and s¥mmarΛΛe:: the c mm n theme:: and i::::¥e::. (CH)

ED 408 888 HE 030 204

SΛm::, SerbrenΛa J., Ed.; SΛm::, R nald R., Ed.
T ::al Q¥alΛ::Q Managemen:: in HΛgher Ed¥ca::Λ n. I:: I:: W rkΛng WhQ r WhQ N ::

(132)
DESCRIPTORS- Access to Education; Awards; *Categorical Aid; Dependents; Eligibility; Fellowships; *Financial Aid Applicants; Grants; Grantsmanship; High Schools; Higher Education; Internship Programs; Job Training; *Military Personnel; Nontraditional Students; Paying for College; Private Agencies; Scholarships; *State Aid; State Programs; *Student Financial Aid; Student Loan Programs; *Veterans Education; Vocational Education; Work Experience Programs

This directory lists 1,207 student financial aid programs or other services designed primarily or exclusively for veterans, military personnel, and their dependents. An introduction provides a sample entry and explains how to use the directory. The section on financial aid programs is organized, first, by type of aid scholarship, fellowship or grant, loan, grant-in-aid, award, or internship and then by recipient veteran, military personnel, or dependent. Program descriptions list the name and address of the sponsoring organization, the defined purpose, eligibility requirements, financial data (dollars granted), duration, number of awards granted annually, and application deadline. Another section on state benefits includes a list of state financial aid offices, student loan programs, and state veteran agencies. An annotated bibliography of financial aid directories is organized according to type of aid. Included also are several indexes: program title, sponsoring organization name, residency requirements, tenability (geographic locations where the programs listed may be used) requirements, subject (type of program), and calendar index (application filing dates). (CH)

ED 408 906 HE 030 247

Goldenberg, Dan; And Others
The Effects of the 1992 Higher Education Amendments: Evidence from Pell Program Data and a Survey of Pell Grant Recipients. National Student Loan Data System (NSLDS) Verification Study.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- Jan 97
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Economically Disadvantaged; Educational Legislation; Educationally Disadvantaged; *Eligibility; Federal Legislation; Federal Programs; Federal Regulation; Grants; Higher Education; *Need Analysis (Student Financial Aid); Parent Financial Contribution; Policy Formation; Program Evaluation; *Self Supporting Students; *Student Financial Aid
IDENTIFIERS- *Higher Education Act Amendments 1992; National Student Loan Data System; *Pell Grant Program

The 1992 reauthorization of the Higher Education Act (HEA) made changes in the need analysis formulas that determine the expected family contribution (EFC) used in awarding Title IV Federal student aid, altered the definition of an independent student, lowered the family size offset for independent students with dependents, eliminated home equity from the need analysis formula, and raised the income limit for filing the simplified needs form from $15,000 to $50,000. This report analyzes the effects of these changes and reports the results of a survey of Pell Grant Recipients. The analysis shows that: (1) the change in the need analysis rules affected the majority of student aid applicants with more students losing EFC

MarQland. The pr gram a:: c ndɄc::ed bQ the ma::hema::Λc:: depar::men:: a:: H ard C mmɄnΛ::Q C llege and SQl an LearnΛng SQ::::em::, a BalΛ::m re-ba::ed tɄ:: rΛng c mpanQ, and c ered f Ʉr perΛ d:: the sɄmmer, sprΛng, and fall seme::::er:: f 1995 and the fall seme::::er f 1996. Implemen::a::Λ n varΛed acr :::: the seme::::er:: fr m s::Ʉden:::: n :: beΛng a are tha:: cla::::e:: ere taɄgh:: bQ SQl an in::::rɄc:: r:: t s::Ʉden:::: ha Λng the ch Λce f selec::Λng the SQl an pr gram and paQΛng a tɄΛ::Λ n sɄrcharge f r the redɄced s::Ʉden::/::eacher ra::Λ . GenerallQ, there ere mΛnΛmal dΛfference:: in achΛe emen:: be::Ñeen remedΛal c Ʉr::e:: taɄgh:: bQ SQl an and th ::e taɄgh:: bQ the C llege. B ::h H ard and SQl an s::aff e alɄa::Λ n:: ere generallQ p ::Λ::Λ e, a:: ere s::Ʉden:: e alɄa::Λ n::. SQl an rep r::ed a lack f sh r::-::erm pr fΛ::abΛlΛ::Q bɄ:: a belΛef tha:: a c ::::-effec::Λ e m del can be de el ped and applΛed in ::her par::ner::hΛp:: Λ::h c llege:: and unΛ er::Λ::Λe::. (CH)

ED 408 925 HE 030 270

GraQ:: n, J. PaɄl
U::Λng SɄr eQ:: T Mea::Ʉre "ValɄe Added" in SkΛll:: in F Ʉr FacɄl::Λe::. W rkΛng Paper.
PUB DATE- JɄn 97
NOTE- 42p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 PlɄ:: P ::::age.
PUB TYPE- NɄmerΛcal/QɄan::Λ::a::Λ e Da::a (110),OpΛnΛ n::/Per:: nal VΛe p Λn::::/P ::Λ::Λ n Paper::/E::::aQ:: (120)
DESCRIPTORS- C gnΛ::Λ e Pr ce::::e::; C llege Fre::hmen; *C llege OɄ::c me:: A::::e::::men::; *C mmɄnΛca::Λ n SkΛll::; *CrΛ::Λcal ThΛnkΛng; *EdɄca::Λ nal A::::e::::men::; F reΛgn C Ʉn::rΛe::; GradɄa::e::; HΛgher EdɄca::Λ n; *LearnΛng E¤perΛence; OɄ::c me:: f EdɄca::Λ n; QɄe::::Λ nnaΛre::; *SkΛll AnalQ::Λ::; S::a::Λ::::Λcal AnalQ::Λ::; S::Ʉden:: De el pmen::; SɄr eQ::; Table:: (Da::a); ThΛnkΛng SkΛll::
IDENTIFIERS- Canada; *Y rk UnΛ er::Λ::Q ON

ThΛ:: s::ɄdQ te::::ed the am Ʉn:: f valɄe added t crΛ::Λcal and c mmɄnΛca::Λ n skΛll:: bQ the unΛ er::Λ::Q e¤perΛence U::Λng a s::ra::egQ tha:: c mpared the skΛll:: f en::erΛng and gradɄa::Λng s::Ʉden:::: a:: Y rk UnΛ er::Λ::Q (On::arΛ). The s::ɄdQ in l ed, fΛr::::, iden::ΛfQΛng skΛll:: tha:: mΛgh:: be impr ed er the c Ʉr::e f a unΛ er::Λ::Q edɄca::Λ n; sec nd, de el pΛng sɄr eQ qɄe::::Λ n:: tha:: mea::Ʉred skΛll:: f r en::erΛng and gradɄa::Λng s::Ʉden:::: a:: f Ʉr facɄl::Λe::; and thΛrd, perf rmΛng c arΛance analQ::Λ:: f sɄr eQ re::Ʉl:::: f r en::erΛng and gradɄa::Λng s::Ʉden::::. Da::a ere genera::ed bQ three qɄe::::Λ nnaΛre::, Λ::h re::p n::e ra::e:: rangΛng fr m 55 t 58 percen:: f r t sɄr eQ:: in the fall f 1995 t 58 percen:: ne c ndɄc::ed in the sɄmmer f 1996. EΛgh:: table:: de::aΛl skΛll ca::eg rΛe:: and t pΛc::; lΛ:::: charac::erΛ::::Λc:: f sɄr eQ re::p nden::::; c rrela::e skΛll:: and grade:: f r en::erΛng s::Ʉden::::, f r gradɄa::Λng s::Ʉden::::, bQ gender, bQ e::hnΛc rΛgΛn, and bQ h me langɄage; and pr Λde Z-sc re:: t a::::e:::: valɄe added f r en::erΛng and gradɄa::Λng s::Ʉden::::. O erall, gradɄa::Λng s::Ʉden:::: ere f Ʉnd t ha e be::::er-de el ped skΛll:: than en::erΛng s::Ʉden::::. The paper al:: f cɄ::e:: n the ra::Λ nale f r the rela::Λ elQ c ::::-effec::Λ e re::earch de::Λgn. (C n::aΛn:: 30 reference::.) (CH)

ED 408 926 HE 030 271

Ch'Λ, H::Λ-::heng
T ard a Gl bal C mmɄnΛ::Q f Sch lar::. The SpecΛal Par::ner::hΛp be:: een the CarnegΛe F Ʉnda::Λ n f r the Ad ancemen:: f TeachΛng and ChΛna':: Na::Λ nal Cen::er f r EdɄca::Λ n De el pmen:: Re::earch, 1988-1997.

EDRS PrΛce- MF01/PC01 Pl¥※ P ※※age.
PUB TYPE- Rep r※※ - De※crΛp※Λ e (Pr gram/Pr jec※ De※crΛp※Λ n※) (141),Speeche※, C nference Paper※, "Paper※ Pre※en※ed a※..." (150)
DESCRIPTORS- *C mp¥※er MedΛa※ed C mm¥nΛca※Λ n; C pera※Λ e LearnΛng; C ¥r※e※; DΛ※※ance Ed¥ca※Λ n; *Ed¥ca※Λ nal En Λr nmen※; Elec※r nΛc MaΛl; *In※※r¥c※Λ nal De※Λgn; *In※erne※; N n※radΛ※Λ nal Ed¥ca※Λ n; W rld WΛde Web
IDENTIFIERS- LΛ※※※er ※; *VΛr※¥al Cla※※r m※

J¥※※ a※ a cla※※r m here teacher and ※※¥den※※ are phQ※ΛcallQ pre※en※ de el p※ in※ a c mm¥nΛ※Q er the c ¥r※e f a seme※※er, cla※※e※ ta¥gh※ vΛa the In※erne※ bec me vΛr※¥al learnΛng c mm¥nΛ※Λe※, c mm¥nΛ※Λe※ unb ¥nded bQ phQ※Λcal space. ThΛ※ paper de※crΛbe※ a c ¥r※e n inf rma※Λ n de※Λgn tha※ a※ implemen※ed en※ΛrelQ vΛa the In※erne※, incl¥dΛng W rld WΛde Web, LΛ※※※er , and e-maΛl. The de※Λgn f a vΛr※¥al c mm¥nΛ※Q a※ u※ed, fea※¥rΛng 13 de※Λgn c mp nen※※, hΛch are dΛ※c¥※※ed in de※aΛl: (1) c mpe※ence; (2) a shared, under※※ d g al; (3) m¥※※¥al re※pec※, t lerance, and tr¥※※; (4) crea※Λ n and manΛp¥la※Λ n f shared space※; (5) m¥l※Λple f rm※ f repre※en※a※Λ n; (6) plaQΛng Λ※h the repre※en※a※Λ n※; (7) c n※Λn¥ ¥※ b¥※ n ※ c n※Λn¥al c mm¥nΛca※Λ n; (8) f rmal and inf rmal en Λr nmen※※; (9) clear lΛne※ f re※p n※ΛbΛlΛ※Q b¥※ n re※※rΛc※Λ e b ¥ndarΛe※; (10) decΛ※Λ n※ d n ※ ha e t be made bQ c n※en※¥※; (11) phQ※Λcal pre※ence i※ n ※ nece※※arQ; (12) selec※Λ e u※e f ¥※※Λder※ f r c mplemen※arQ in※Λgh※※ and inf rma※Λ n; and (13) the end f c llab ra※Λ n. (AEF)

ED 408 943 IR 018 356

Gallagher, ClaΛre B.
"O¥r T n: An ArchΛ※ec※¥ral Per※pec※Λ e": A Pr gram f r Inner-CΛ※Q A※-RΛ※k ChΛldren.
PUB DATE- Jan 97
NOTE- 7p.; In: VΛ※Λ nQ¥e※※: J ¥rneQ※ t ard VΛ※¥al LΛ※eracQ. Selec※ed ReadΛng※ fr m the Ann¥al C nference f the In※erna※Λ nal VΛ※¥al LΛ※eracQ A※※ cΛa※Λ n (28※h, CheQenne, WQ mΛng, Oc※ ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ※h
EDRS PrΛce- MF01/PC01 Pl¥※ P ※※age.
PUB TYPE- Rep r※※ - De※crΛp※Λ e (Pr gram/Pr jec※ De※crΛp※Λ n※) (141),Speeche※, C nference Paper※, "Paper※ Pre※en※ed a※..." (150)
DESCRIPTORS- *B¥Λl※ En Λr nmen※; Cla※※ Ac※Λ Λ※Λe※; *C mm¥nΛ※Q De el pmen※; C mm¥nΛ※Q PlannΛng; C mpara※Λ e AnalQ※Λ※; *C pera※Λ e LearnΛng; Ed¥ca※Λ nal En Λr nmen※; Elemen※arQ Ed¥ca※Λ n; E※perΛen※Λal LearnΛng; *HΛgh RΛ※k S※¥den※※; HΛgher Ed¥ca※Λ n; In※erdΛ※cΛplΛnarQ Appr ach; Pr gram Implemen※a※Λ n; *S※¥den※ Pr jec※※; S¥b¥rban Y ¥※h; Urban PlannΛng; *Urban Y ¥※h; VΛ※¥al LΛ※eracQ
IDENTIFIERS- CarnegΛe Mell n UnΛ er※Λ※Q PA

"O¥r T n: An ArchΛ※ec※¥ral Per※pec※Λ e" i※ a pr gram f r a※-rΛ※k elemen※arQ sch l chΛldren hΛch a※ in※※Λ※¥※ed a※ CarnegΛe Mell n UnΛ er※Λ※Q (PΛ※※※b¥rgh, Penn※Ql anΛa). The g al f thΛ※ eff r※ a※ t in※r d¥ce b¥Λl※-en Λr nmen※ a areness in the p¥blΛc sch l※, here the neΛghb rh d ser e※ a※ the cla※※r m and a※ a vehΛcle f r in※※r¥c※Λ n and de el pmen※ f c mm¥nΛ※Q prΛde. S※¥den※※ h ha e dΛffΛc¥l※Q perf rmΛng in a tQpΛcal cla※※r m feel elc me and safe in thΛ※ al※erna※Λ e en Λr nmen※. Cla※※e※ are hand※- n and in※erdΛ※cΛplΛnarQ in na※¥re, and vΛ※¥al and spa※Λal LΛ※eracQ are a※ the hear※ f the pr gram'※ ed¥ca※Λ nal s※ra※egQ. Ba※ed n the s¥cce※※ f a pΛl ※ pr jec※, a sec nd pr gram a※ in※※Λ※¥※ed in an urban neΛghb rh d hΛch incl¥ded chΛldren fr m a hΛ※e, bl¥e-c llar

PUB TYPE- Rep r¤¤ - De¤crΛp¤Λ e (Pr gram/Pr jec¤ De¤crΛp¤Λ n¤)
(141),Speeche¤, C nference Paper¤, "Paper¤ Pre¤en¤ed a¤..."
(150)
DESCRIPTORS- A¤hle¤e¤; A¥dΛence Re¤p n¤e; Ba¤ke¤ball; *BΛa¤; *Black S¤¥den¤¤; Black¤; *D c¥men¤arΛe¤; EdΛ¤Λng; FΛlm¤; P p¥lar C¥l¤¥re; *RacΛal Rela¤Λ n¤; *RealΛ¤m; S cΛal Infl¥ence¤; VΛ¤¥al Ar¤¤
IDENTIFIERS- FΛlm Re Λe ¤; *H p Dream¤

ThΛ¤ paper trace¤ repre¤en¤a¤Λ nal ¤¤ra¤egΛe¤ empl Qed bQ "H p Dream¤," the d c¥men¤arQ f r hΛch t black teenager¤ and theΛr famΛlΛe¤ c n¤en¤ed t ha e three hΛ¤e fΛlm maker¤ f ll them ar ¥nd in theΛr daQ-¤ -daQ lΛfe f r fΛ e Qear¤. S¤ rQ¤ellΛng technΛq¥e¤, ch Λce f narra¤ r, and n- v¤. ff-screen ac¤Λ n all reflec¤ fΛlm maker bΛa¤ and fΛl¤er realΛ¤Q. Of par¤Λc¥lar in¤ere¤¤ i¤ the aQ the fΛlm empl Q¤ j¥¤¤ap ¤Λ¤Λ nal edΛ¤Λng ¤¤ra¤egΛe¤ t make s cΛ l gΛcal b¤er a¤Λ n¤ ab ¥¤ racΛal rela¤Λ n¤ in c¥rren¤ AmerΛcan s cΛe¤Q. A¤ "H p Dream¤" i¤ placed agaΛn¤¤ the br ader c¥l¤¥ral c n¤e¤¤ f p p¥lar c¥l¤¥re repre¤en¤a¤Λ n¤ f cla¤¤ and race, and h ma¤¤ a¥dΛence¤ receΛ e s¥ch rk¤, the ¤her t pΛc¤ f dΛ¤c¥¤¤Λ n hΛch emerge incl¥de: (1) the c¥rren¤ hΛgh vΛ¤ΛbΛlΛ¤Q f black r le m del¤ b ¤h p ¤Λ¤Λ e and nega¤Λ e; (2) the image¤ in "H p Dream¤" c n¤ra¤¤Λng sharplQ Λ¤h the black affl¥ence depΛc¤ed in ¤her tele Λ¤Λ n pr grammΛng; (3) the ghe¤¤ plaQgr ¥nd a¤ a fan¤a¤Q mel¤Λng p ¤ e¤perΛence f r hΛ¤e AmerΛca; and (4) the lΛmΛ¤a¤Λ n¤ f fΛlm and the d c¥men¤arQ genre in depΛc¤Λng the h le per¤ n, hΛ¤ famΛlQ rela¤Λ n¤hΛp¤, and hΛ¤ s cΛ l gΛcal realΛ¤Q. S¤Λll, the paper c ncl¥de¤ tha¤ the s¥cce¤¤ f "H p Dream¤" i¤ a te¤¤amen¤ t g d fΛlm makΛng, a¤ ell a¤ t the fac¤ tha¤ AmerΛcan c¥l¤¥re i¤ de¤pera¤e f r me¤¤age¤ tha¤ Λll brΛng race¤ t ge¤her ra¤her then p¥¤hΛng them apar¤. (AEF/BEW)

ED 408 961 IR 018 374

Dambekaln¤, LQdΛa
MappΛng the W rld thr ¥gh ScΛence and Ar¤.
PUB DATE- Jan 97
NOTE- 5p.; In: VΛ¤Λ nQ¥e¤¤: J ¥rneQ¤ t ard VΛ¤¥al LΛ¤eracQ. Selec¤ed ReadΛng¤ fr m the Ann¥al C nference f the In¤erna¤Λ nal VΛ¤¥al LΛ¤eracQ A¤¤ cΛa¤Λ n (28¤h, CheQenne, WQ mΛng, Oc¤ ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01/PC01 Pl¥¤ P ¤¤age.
PUB TYPE- Rep r¤¤ - De¤crΛp¤Λ e (Pr gram/Pr jec¤ De¤crΛp¤Λ n¤)
(141),Speeche¤, C nference Paper¤, "Paper¤ Pre¤en¤ed a¤..."
(150)
DESCRIPTORS- Ae¤¤he¤Λc¤; *Crea¤Λ e Ac¤Λ Λ¤Λe¤; De¤Λgn; *Ear¤h ScΛence; HΛgh Sch l S¤¥den¤¤; HΛgh Sch l¤; In¤¤r¥c¤Λ nal Effec¤Λ ene¤¤; In¤¤r¥c¤Λ nal Inn a¤Λ n; Map¤; Ph ¤ graph¤; Sec ndarQ Ed¥ca¤Λ n; *S¤¥den¤ Pr jec¤¤; *VΛ¤¥al LearnΛng; *VΛ¤¥al LΛ¤eracQ
IDENTIFIERS- *Penn¤Ql anΛa G ern r¤ Sch l f r the AgrΛc ScΛ; Rem ¤e Sen¤Λng SQ¤¤em¤

One f the m ¤¤ in¤ere¤¤Λng challenge¤ facΛng ed¥ca¤ r¤ t daQ i¤ h t engage ¤¤¥den¤¤ in meanΛngf¥l ¤¤¥dQ f the en Λr nmen¤ in hΛch theQ lΛ e. ThΛ¤ paper pre¤en¤¤ the benefΛ¤¤ f ¤¤¥dQΛng scΛen¤ΛfΛc da¤a fr m an ae¤¤he¤Λc p Λn¤ f vΛe¥. The vΛ¤¥al dΛ¤plaQ f the ear¤h'¤ s¥rface thr ¥gh aerΛal ph ¤ graph¤ and sa¤ellΛ¤e map image¤ a¤ u¤ed a¤ the ba¤Λ¤ f r in¤erpre¤Λ e ar¤ rk¤ crea¤ed Λ¤h dQed sΛlk bQ hΛgh sch l ¤¤¥den¤¤ a¤ the Penn¤Ql anΛa G ern r'¤ Sch l f r AgrΛc¥l¤¥ral ScΛence¤. Three maΛn crΛ¤erΛa ere u¤ed t e al¥a¤e the fΛnal pΛece¤: (1) u¤e f c l r, (2) de¤Λgn (c mp ¤Λ¤Λ n), and (3) f image¤ a¤ a r ¥¤e t under¤¤andΛng phQ¤Λc¤; in¤ernal phQ¤Λc¤ imagerQ and phQ¤Λc¤ thΛnkΛng; vΛe Λng lΛgh¤ a¤ a par¤Λcle r a e; the speed f lΛgh¤; and ill¥¤¤ra¤Λng the speed f s ¥nd and black h le¤ Λ¤h vΛ¤¥al me¤aph r¤. NΛne fΛg¥re¤ ill¥¤¤ra¤e varΛ ¥¤ phQ¤Λc¤ c ncep¤¤. (C n¤aΛn¤ 11 reference¤.) (AEF)

ED 408 979 IR 018 392

Pr¥Λ¤ner, PeggQ A. P.
U¤Λng GraphΛc¤ f r In¤egra¤ed PlannΛng.
PUB DATE- Jan 97
NOTE- 6p.; In: VΛ¤Λ nQ¥e¤¤: J ¥rneQ¤ t ard VΛ¤¥al LΛ¤eracQ. Selec¤ed ReadΛng¤ fr m the Ann¥al C nference f the In¤erna¤Λ nal VΛ¤¥al LΛ¤eracQ A¤¤ cΛa¤Λ n (28¤h, CheQenne, WQ mΛng, Oc¤ ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01/PC01 Pl¥¤ P ¤¤age.
PUB TYPE- Rep r¤¤ - De¤crΛp¤Λ e (Pr gram/Pr jec¤ De¤crΛp¤Λ n¤) (141),Speeche¤, C nference Paper¤, "Paper¤ Pre¤en¤ed a¤..." (150)
DESCRIPTORS- C gnΛ¤Λ e Pr ce¤¤e¤; C mm¥nΛca¤Λ n (Th ¥gh¤ Tran¤fer); C ncep¤ F rma¤Λ n; C ncep¤ MappΛng; *Ed¥ca¤Λ nal PlannΛng; G¥ΛdelΛne¤; HΛgher Ed¥ca¤Λ n; Inf rma¤Λ n Pr ce¤¤Λng; In¤¤r¥c¤Λ nal De¤Λgn; *In¤egra¤ed C¥rrΛc¥l¥m; PΛc¤ rΛal S¤Λm¥lΛ; *Pr blem S l Λng; *VΛ¤¥al AΛd¤; VΛ¤¥al S¤Λm¥lΛ
IDENTIFIERS- *GraphΛc Repre¤en¤a¤Λ n; *VΛ¤¥al C mm¥nΛca¤Λ n

There Λ¤ an empha¤Λ¤ n meanΛngmakΛng, pr blem s l Λng, and dΛ¤c erQ in c n¤emp rarQ ed¥ca¤Λ nal se¤¤Λng¤--fac¤¤ and c ncep¤¤ in¤egra¤ed in¤ the c¥rrΛc¥l¥m bQ unΛfQΛng theme¤ tha¤ c nnec¤ t real- rld e¤perΛence¤. U¤Λng graphΛc¤ t repre¤en¤ the thΛnkΛng f ¤¤¥den¤¤ in learnΛng and the thΛnkΛng f teacher¤ in in¤egra¤ed plannΛng can be effΛcΛen¤ beca¥¤e theQ p r¤raQ m¥ch inf rma¤Λ n and effec¤Λ e beca¥¤e theQ facΛlΛ¤a¤e c mm¥nΛca¤Λ n. ThΛ¤ paper a¤¤er¤¤, h e er, tha¤ a c mm n lang¥age f graphΛc¤ m¥¤¤ be pre¤en¤ed f r graphΛc¤ t be unΛ er¤allQ under¤¤ d in in¤egra¤ed plannΛng. U¤Λng t p-d n and b ¤¤ m-¥p thΛnkΛng t g¥Λde graphΛc selec¤Λ n facΛlΛ¤a¤e¤ plannΛng and learnΛng f r all c n¤en¤¤, tQpe¤, and le el¤ f u¤er¤. T p-d n vΛ¤¥al¤ can te¤¤ idea¤ agaΛn¤¤ fac¤¤ r s l e specΛfΛc pr blem¤ bQ u¤Λng c ncep¤ map¤ t rela¤e idea¤ t fac¤¤ r idea¤ t ¤her idea¤. In c n¤ra¤¤, b ¤¤ m-¥p graphΛc¤ help ¤¤¥den¤¤ scan, s r¤, and rganΛΛe inf rma¤Λ n. Selec¤Λng graphΛc¤ tha¤ c mm¥nΛca¤e b¥¤ are fle¤Λble in theΛr p er t repre¤en¤ c mple¤ thΛnkΛng Λ¤ e¤¤en¤Λal. The graphΛcal repre¤en¤a¤Λ n¤ in thΛ¤ t p-d n, b ¤¤ m-¥p schema pr Λde the c mm n lang¥age f graphΛc t l¤ tha¤ Λ¤ needed, hΛle al¤ all Λng f r varΛed in¤erpre¤a¤Λ n and fle¤Λble u¤e bQ teacher¤ and learner¤ alΛke. An eΛgh¤-¤¤ep in¤¤r¥c¤Λ nal plan Λ¤ ¥¤lΛned, and fΛ e fΛg¥re¤ pre¤en¤ e¤ample¤ f graphΛc¤ fr m in¤egra¤ed unΛ¤¤. (AEF)

ED 408 980 IR 018 393

GraQ, Jacq¥elΛne W.
S¤ rQ Re-VΛ¤Λ n¤: Tale¤ f r the F¥¤¥re.
PUB DATE- Jan 97
NOTE- 6p.; In: VΛ¤Λ nQ¥e¤¤: J ¥rneQ¤ t ard VΛ¤¥al LΛ¤eracQ. Selec¤ed ReadΛng¤ fr m the Ann¥al C nference f the In¤erna¤Λ nal VΛ¤¥al LΛ¤eracQ A¤¤ cΛa¤Λ n (28¤h, CheQenne, WQ mΛng, Oc¤ ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01/PC01 Pl¥¤ P ¤¤age.
PUB TYPE- Rep r¤¤ - De¤crΛp¤Λ e (Pr gram/Pr jec¤ De¤crΛp¤Λ n¤) (141),Speeche¤, C nference Paper¤, "Paper¤ Pre¤en¤ed a¤..."

secondary task method (in which an individual is required to perform two tasks simultaneously) was applied to determine children's attention degree, and an in-depth interview was conducted to describe the subject's memory type. Subjects were 60 kindergartners in Taiwan. An edited segment from a Chinese preschool television program was used as the primary source of information. In addition to the video, a set of color transparencies were used as the secondary task instruments. Both stimuli were 16 minutes in length. In total, 12 observation sessions were conducted. Age difference, demographic area, and language familiarity were found to be significant factors that affect children's attention on television viewing. (Contains 21 references.) (AEF)

ED 408 998 IR 018 411

Branch, Robert Maribe
Perceptions of Instructional Design Process Models.
PUB DATE- Jan 97
NOTE- 6p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Diagrams; Graduate Students; Higher Education; *Instructional Design; Instructional Materials; Perception; Use Studies; Visual Aids; *Visual Perception

Instructional design is a process that is creative, active, iterative and complex; however, many diagrams of instructional design are interpreted as stifling, passive, lock-step and simple because of the visual elements used to model the process. The purpose of this study was to determine the expressed perceptions of the types of flow diagrams likely to convey the instructional design process. Participants were 31 graduate students at a university in the southeastern United States. Each participant was randomly assigned to one of three reader groups; each reader group contained all three variations of the diagram, but presented in different orders. The diagram forms were constructed on variations of straight line, arrow and plane geometric shape arrangements. Boxes, ovals and a mix of boxes and ovals formed the dominant characteristic of the diagrams. Participants were requested to write three to five adjectives within two minutes; this was repeated three times. Similarities, differences, and combinations were used as labels to organize the words used in the responses. The general perceptions of the participants supported the actual practice of instructional design which can be confusing for those new to the process, flowing in terms of one activity leading to another and linear at a macro level. Organized, busy and rigid as descriptions of the flow diagram composed of boxes and straight lines with arrows is consistent with some approaches to the systematic design of instruction. Circular aptly describes the fundamental concept of instructional design. The information from this study can assist educators in understanding how people read diagrams, particularly with regard to perceptions of process models. (AEF)

ED 408 999 IR 018 412

Griffin, Robert E.; And Others

ThΛ∷ c llec∷Λ n de el pmen∷ aΛd lΛ∷∷∷ m re than 10,000 tΛ∷le∷ f chΛldren'∷ ma∷erΛal∷ a aΛlable in a varΛe∷Q f f rma∷∷ (Λn addΛ∷Λ n t prΛn∷ ma∷erΛal∷, the g¥Λde al∷ incl¥de∷ s ¥nd rec rdΛng∷, vΛde ca∷∷e∷∷e∷, mΛcr c mp¥∷er s f∷ are pr gram∷, CD-ROM pr d¥c∷∷, and vΛde dΛ∷c∷). ThΛ∷ 20∷h annΛ er∷arQ edΛ∷Λ n c n∷aΛn∷ se eral specΛal fea∷¥re∷, incl¥dΛng a hΛ∷∷ rQ f the b k; a pr fΛle f i∷∷ rΛgΛnal edΛ∷ r, MarQ Ga er; an in∷er Λe Λ∷h Ar∷h¥r Br dQ; and lΛ∷∷∷ f cla∷∷Λc tΛ∷le∷ fr m pre Λ ¥∷ edΛ∷Λ n∷. The b dQ f the b k, r "cla∷∷ΛfΛed ca∷al g," i∷ dΛ Λded in∷ : (1) Pr fe∷∷Λ nal C llec∷Λ n (e.g. ad¥l∷ tΛ∷le∷ hΛghlQ rec mmended f r paren∷Λng c llec∷Λ n∷ and ma∷erΛal∷ tha∷ empha∷ΛΛe inn a∷Λ e and recen∷ trend∷ f r teacher∷); (2) Reference; (3) PerΛ dΛcal∷; (4) N nfΛc∷Λ n; (5) Ea∷Q; and (6) FΛc∷Λ n. Each en∷rQ c n∷aΛn∷ c mple∷e bΛblΛ graphΛc inf rma∷Λ n, a de∷crΛp∷Λ e ann ∷a∷Λ n hΛch freq¥en∷lQ s¥gge∷∷∷ c¥rrΛc¥l¥m u∷e, and f¥ll ca∷al gΛng. AddΛ∷Λ nal inf rma∷Λ n i∷ s¥pplΛed t sΛmplΛfQ selec∷Λ n: prΛ rΛ∷Λe∷ f r acq¥Λ∷Λ∷Λ n∷, readΛng le el∷, in∷ere∷∷ le el∷, CanadΛan dΛ∷∷rΛb¥∷Λ n, and a aΛlabΛlΛ∷Q fr m Na∷Λ nal LΛbrarQ Ser Λce f r the BlΛnd and PhQ∷ΛcallQ HandΛcapped. S me specΛal s¥bjec∷ ma∷∷er f r thΛ∷ edΛ∷Λ n incl¥de∷: ma∷erΛal∷ f r phQ∷ΛcallQ challenged s∷¥den∷∷, s¥b∷∷ance ab¥∷e, AIDS a arene∷∷,and m¥l∷Λc¥l∷¥ral accep∷ance. Ma∷erΛal∷ incl¥ded mee∷ the c¥rrΛc¥l¥m-rela∷ed need∷ and per∷ nal in∷ere∷∷∷ f pre∷ch l thr ¥gh sΛ∷∷h-grade chΛldren. The lΛ∷∷Λng∷ are hΛghlQ selec∷Λ e: nlQ 29% f pr ∷pec∷Λ e ne tΛ∷le∷ ere incl¥ded in thΛ∷ edΛ∷Λ n, and all pre Λ ¥∷lQ incl¥ded tΛ∷le∷ under en∷ re-e al¥a∷Λ n. IndΛce∷ and appendΛce∷ pr Λde acce∷∷ t ma∷erΛal∷ bQ: a¥∷h r, tΛ∷le, s¥bjec∷, a¥∷h r'∷ serΛe∷, p¥blΛ∷her'∷ serΛe∷, pre∷ch l ma∷erΛal∷, and independen∷ readΛng f r ne reader∷. Al∷ appended i∷ a dΛrec∷ rQ f p¥blΛ∷her∷ and pr d¥cer∷. (SWC)

ED 409 016 IR 056 407

C le, JΛm, Ed.; WΛllΛam∷, Jame∷ W., Ed.
SerΛal∷ Managemen∷ in the Elec∷r nΛc Era: Paper∷ in H n r f
Pe∷er Galla∷lQ, F ¥ndΛng EdΛ∷ r f "The SerΛal∷ LΛbrarΛan."
PUB DATE- 96
NOTE- 234p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- D c¥men∷ N ∷ A aΛlable fr m EDRS.
PUB TYPE- B k∷ (010),C llec∷ed W rk∷ - General (020),Rep r∷∷ -
E al¥a∷Λ e/Fea∷ΛbΛlΛ∷Q (142)
DESCRIPTORS- Acce∷∷ t Inf rma∷Λ n; Change Agen∷∷; *Elec∷r nΛc J ¥rnal∷; Elec∷r nΛc LΛbrarΛe∷; F¥∷¥re∷ (f S cΛe∷Q); *Inf rma∷Λ n DΛ∷∷emΛna∷Λ n; Inf rma∷Λ n Pr ce∷∷Λng; Inf rma∷Λ n Techn l gQ; LΛbrarQ A¥∷ ma∷Λ n; LΛbrarQ Ma∷erΛal∷; *LΛbrarQ TechnΛcal Pr ce∷∷e∷; *SerΛal∷; Techn l gΛcal Ad ancemen∷; *W rld WΛde Web
IDENTIFIERS- BarrΛer∷ t Par∷ΛcΛpa∷Λ n; Fe∷∷∷chrΛf∷; Pr gre∷∷

ThΛ∷ b k a∷∷e∷∷e∷ pr gre∷∷ and technΛcal change∷ in the fΛeld f serΛal∷ managemen∷ and an∷ΛcΛpa∷e∷ f¥∷¥re dΛrec∷Λ n∷ and challenge∷ f r lΛbrarΛan∷. The b k c n∷Λ∷∷∷ f 18 chap∷er∷: (1) "In∷r d¥c∷Λ n" (JΛm C le and Jame∷ W. WΛllΛam∷); (2) "Pe∷er Galla∷lQ--EdΛ∷ r Λ∷h a Def∷ T ¥ch" (R¥∷h C. Car∷er); (3) "The "De∷ere∷ Neñ∷" Web EdΛ∷Λ n" (S∷e ar∷ E. ShellΛne); (4) "Ne∷ rk Acce∷∷ed Sch larlQ SerΛal∷" (Le∷ HañkΛn∷); (5) "Elec∷r nΛc M¥rm¥r∷ fr m the De∷k f an Ink-S∷aΛned Wre∷ch" (J e M rehead); (6) "The SΛgnΛfΛcance f Inf rma∷Λ n Pr Λ∷Λ n and C n∷en∷: LΛbrarΛe∷ a∷ Inf rma∷Λ n Pr Λder∷ In∷∷ead f F rma∷ C llec∷ r∷" (ElΛΛabe∷h (LΛbbQ) C leQ and Ed ard A. G edeken); (7) "S¥b∷crΛp∷Λ n r Inf rma∷Λ n AgencQ Ser Λce∷ in the Elec∷r nΛc Era" (F. DΛ¤ n Br ke, Jr.); (8) "Pr p ∷al∷ f r

Qear c llege# and unA er#A#Ae#, pr AdAng JɄne 1996 da#a f r the 1990, 1991, and 1992 c h r###. The sec nd table pr Ade# da#a n change# in gradɄa#A n ra#e# be# een the three c h r###, hAle the thArd e¤amAne# the percen#age f all undɄplAca#ed s##Ʉden### in the#e c h r### h are FTIC. The f Ʉr#h table pr Ade# the same da#a a# the fAr## table f r the sA¤ c h r### be# een 1990 and 1996, hAle the fAf#h e¤amAne# trend# in the enr llmen# f recen# hAgh sch l gradɄa#e# in A### cAa#e f ScAence pr gram#. The fAnal t table# e¤amAne the enr llmen# f s##Ʉden### aged 21 and under in PJC degree pr gram# f r the 1990 t 1996 c h r### and PJC'# tran#fer ra#e c mpared t the na#A nal a erage, indAca#Ang tha# 22.1% f the FTIC AA s##Ʉden### h en#ered the c llege in 1990 sen# tran#crAp### t senA r c llege#, c mpared t a na#A nal tran#fer ra#e f 21.6% in 1989. (HAA)

ED 409 034 JC 970 309

In##A#Ʉ#A nal Acc Ʉn#abAlA#Q Plan and Pr gre### Rep r#. 1996 Upda#e, Year 3, 1995-1996.
PUB DATE- 31 Oc# 96
NOTE- 53p.; Ten page# are prAn#ed n c l red paper.
LANGUAGE- EnglA#h
EDRS PrAce- MF01/PC03 PlɄ# P ##age.
PUB TYPE- NɄmerAcal/QɄan#A#a#A e Da#a (110),Rep r### - De#crAp#A e (Pr gram/Pr jec# De#crAp#A n#) (141)
DESCRIPTORS- *A### cAa#e Degree#; *C llege GradɄa#e#; *C llege OɄ#c me# A##e##men#; C llege PlannAng; *C llege Tran#fer S##Ʉden##; C mmɄnA#Q C llege#; EdɄca#A nal Cer#AfAca#e#; Enr llmen#; OrganAAa#A nal Objec#A e#; *Sch l H ldAng P er; S#Ʉden# Charac#erA##Ac#; SɄcce##; Table# (Da#a); T Year C llege#; V ca#A nal F ll Ʉp
IDENTIFIERS- *GradɄa#A n Ra#e#; Pen#ac la JɄnA r C llege FL

Pr AdAng da#a f r Year 3 f a s#a#e-appr ed acc Ʉn#abAlA#Q plan de el ped bQ Fl rAda'# Pen#ac la JɄnA r C llege (PJC), thA# rep r# pr Ade# ba#elAne da#a n Ʉ#c me# f r 1995-96. Da#a table# are pr Aded f r the f ll Ang Ʉ#c me mea#Ʉre#: enr llmen# f prA r Qear hAgh sch l gradɄa#e#; re#en#A n and sɄcce### ra#e# f r A### cAa#e in Ar### (AA), A### cAa#e in ScAence (AS), and v ca#A nal cer#AfAca#e recApAen###; perf rmance f AA tran#fer# bQ e#hnAcA#Q; s#a#e lAcen#Ʉre te## pa### ra#e# bQ pr gram; j b placemen# ra#e# f AS and cer#AfAca#e c mple#er#; sɄcce### ra#e# f r PJC c llege prepara# rQ s##Ʉden##; c llege prepara# rQ re#en#A n and sɄcce### ra#e# f r AA, AS, and cer#AfAca#e recApAen###; and re#Ʉl## n the c llege skAll# a##e##men# te##. Each table inclɄde# a defAnA#A n f the rela#ed mea#Ʉre and a lA## f planned ac#A A#Ae# r s#ra#egAe# planned. Selec#ed fAndAng# inclɄde the f ll Ang: (1) 32% f the 337 fɄll-#Ame AA s##Ʉden### s#ar#Ang in fall 1992 had gradɄa#ed af#er 4 Qear#, c mpared t 35% f the 107 AS s##Ʉden### and 50% f the 2 cer#AfAca#e s##Ʉden##; (2) the mean grade p An# a erage f AA s##Ʉden### h tran#ferred t the s#a#e unA er#A#Q sQ##em a# 2.77 in sɄmmer 1994-95; and (3) 88.9% f the 574 AS and cer#AfAca#e recApAen### fr m 1993-94 had been placed in j b# bQ 1995. AddA#A nal table# sh Ang g al# n # Qe# me#, Ʉ#c me# per mea#Ʉre, change# in Ʉ#c me# be# een 1994 and 1996, and c mparA# n# f PJC Ʉ#c me# A#h #her Fl rAda c mmɄnA#Q c llege# are a##ached. (HAA)

ED 409 035 JC 970 310

Pen#ac la JɄnA r C llege In##A#Ʉ#A nal Effec#A ene### Pr gre### Rep r#, 1996. Year 4, 1995-1996 AcademAc Year Pr gre###-# -Da#e.
PUB DATE- 31 JɄl 96

124) series. The 11 memoranda collected in this report present results from a study of the effects of enforcing the prerequisite on successful completion of the three subsequent courses. Data are presented on the following topics: (1) successful completion rates in Math 8, 10, and 124 in fall 1996, compared to pre-enforcement rates in fall 1994 and fall 1995; (2) methods used by students to meet the prerequisite in fall 1996; (3) course completion rates by the method used to fulfill the prerequisite; (4) the relationship between the grade received in the prerequisite course and the subsequent math course chosen, successful completion in the subsequent course, and the number of previous attempts at the course or higher level courses; (5) for individual sections of Math 8, 10, and 124, differences in average grade received in the prerequisite course for students who completed the course at the college; (6) whether the rate of success in subsequent courses declined as the time since the completion of the prerequisite increased; (7) whether success rates declined over time for students who satisfied the prerequisite by passing an exam; (8) the relationship between scores on the prerequisite exam and success rates in Math 8, 10, or 124; and (9) the high school of origin for students fulfilling the prerequisite while in high school. (TGI)

ED 409 053 JC 970 369

Dickmeyer, Nathan; Meeker, Bradley
Comparative Financial Statistics for Public Two-Year Colleges: FY 1994 Peer Groups Sample.
SPONS. AGENCY- Association of Community Coll. Trustees, Annandale, Va.; National Center for Education Statistics (ED), Washington, DC.; American Association of Community Colleges, Washington, DC.
PUB DATE- Apr 95
NOTE- 87p.; For a related report containing national quartiles, see JC 970 370; for the peer and national reports for 1993, see ED 370 618-619.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Educational Finance; Enrollment; *Expenditure per Student; Expenditures; Financial Support; *Instructional Student Costs; National Norms; National Surveys; *Peer Institutions; *Public Colleges; Tables (Data); Teacher Student Ratio ; *Two Year Colleges

Comparative financial information derived from a national sample of 427 two-year colleges is presented in this report for fiscal year 1993-94, including data for the national sample and 6 groups of peer institutions. The first section provides introductory information on the annual study, reviewing the objectives of the study and potential uses of findings, while the second describes limitations of the study with respect to data extrapolation and institutional comparability and explains calculations and definitions. The next section provides a table of institutional participation by state and region and guidelines for developing comparative analyses regarding institutional revenues, expenditures, staffing, outcomes ratios, and student characteristics. The next two sections provide data on revenues by source and expenditures by function for the national sample, multi-campus districts, and single-college districts by peer group, presenting tables for credit associate degree and vocational students; and continuing education, including vocational-adult and community services education. The following tables, showing data by these categories, are then provided: (1) statewide enrollments, 1985-86 through 1994-95; (2) total enrollments by district for 1994-95; (3) full-time equivalent enrollments by district for 1994-95; (4) selected student characteristics, including age, gender, and highest grade completed for 1994-95; (5) selected student characteristics by district for 1994-95; (6) statewide target population enrollment (e.g., students with disabilities, academic or economic disadvantage, and with limited English proficiency) for 1985-86 through 1994-95; (7) target population enrollment by district for 1994-95; (8) statewide enrollment by race/ethnicity for 1985-86 through 1994-95; (9) district enrollment by race/ethnicity for 1994-95; (10) enrollment by county of residence for 1994-95; and (11) student transfers to system districts for 1991-92 through 1994-95. (KP)

ED 409 072 JC 970 391

Piuma, Francesca, And Others
Measuring Moving Targets: Assessing General Education and Program Outcomes across the Curriculum.
PUB DATE- Apr 97
NOTE- 27p.; Paper presented at the Annual Conference of the North Central Association Commission on Schools (Tempe, AZ, April 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *College Outcomes Assessment; *College Planning; Committees; Community Colleges; *Curriculum Development; *General Education; *Minimum Competencies; Organizational Change; Standards; Technical Education; Two Year Colleges
IDENTIFIERS- Madison Area Technical College WI

Since 1989, the North Central Association has required accredited institutions to develop programs that assess student academic achievement and reemphasized the role of general education (GE) as a central requirement for degree programs. At Wisconsin's Madison Area Technical College (MATC), these requirements presented four related challenges: dealing with a mission statement that emphasizes employment and technical training; uncertainty over how to add GE components to existing, course-heavy occupational programs; a lack of consensus on the content and delivery of GE in technical programs; and the perception that the assessment initiative intruded on academic freedom. To respond to these challenges, MATC formed two faculty committees to identify a set of core GE abilities and related indicators and apply the abilities to the college's transfer program, respectively. These two committees were then joined to pilot the new abilities and indicators in six programs. In undertaking this initiative, MATC sought to build upon established assessment practices, rather than start from zero; identify supporters of the initiative early on at the administrative, faculty, and staff levels; legitimize the value of faculty dialogue; develop a college-wide assessment communication plan; and establish an adequate budget. An organizational chart of the initiative, lists of committee responsibilities and planning guidelines, sample course analysis forms, the eight core abilities developed, a chart of six levels of assessment activities, and an implementation chΛldren sh s¤re¤¤--¤hr ¥gh aggre¤¤Λ n, ph bΛa¤, heal¤h dΛffΛc¥l¤Λe¤, and sadne¤¤. I¤ then ¥¤lΛne¤ s¤re¤¤ managemen¤ technΛq¥e¤, incl¥dΛng the r le f dΛe¤ and e¤ercΛ¤e in red¥cΛng s¤re¤¤, rela¤a¤Λ n technΛq¥e¤, crea¤Λ e vΛ¤¥alΛΛa¤Λ n, and the c gnΛ¤Λ e managemen¤ f s¤re¤¤. The g¥Λde then dΛ¤c¥¤¤e¤ sΛ¤¥a¤Λ n¤ in hΛch a s¤re¤¤ed chΛld maQ need m re help than the teacher can gΛ e and pr Λde¤ tΛp¤ n s¤re¤¤ managemen¤ f r paren¤¤ and caregΛ er¤. T crea¤Λ e vΛ¤¥alΛΛa¤Λ n/ΛmagerQ e¤ercΛ¤e¤ are incl¥ded, al ng Λ¤h s¥gge¤¤Λ n¤ f r f¥r¤her readΛng. (MDM)

ED 409 091 PS 025 505

FrQmΛer, Jack
Alc h l, Dr¥g¤, and Se¤: Are KΛd¤ a¤ Bad a¤ We ThΛnk TheQ Are
PUB DATE- Mar 97
NOTE- 6p.; Paper pre¤en¤ed a¤ the Ann¥al C nference and E¤hΛbΛ¤ f the A¤¤ cΛa¤Λ n f r S¥per Λ¤Λ n and C¥rrΛc¥l¥m De el pmen¤ (Bal¤Λm re, MD, March 22-25, 1997).
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01/PC01 Pl¥¤ P ¤¤age.
PUB TYPE- Rep r¤¤ - Re¤earch/TechnΛcal (143),Speeche¤, C nference Paper¤, "Paper¤ Pre¤en¤ed a¤..." (150)
DESCRIPTORS- *DrΛnkΛng; *HΛgh Sch l S¤¥den¤¤; HΛgh Sch l¤; *Illegal Dr¥g U¤e; M ral I¤¤¥e¤; Par chΛal Sch l¤; P¥blΛc OpΛnΛ n; P¥blΛc Sch l¤; *Sec ndarQ Sch l Teacher¤; *Se¤¥alΛ¤Q; S¤ere ¤Qpe¤; S¤¥den¤ A¤¤Λ¤¥de¤; Teacher A¤¤Λ¤¥de¤

ThΛ¤ paper dΛ¤c¥¤¤e¤ the re¤¥l¤¤ f a PhΛ Del¤a Kappa s¤¥dQ (1996) f c re val¥e¤ in the sch l¤, f c¥¤Λng n s¤¥den¤ and teacher percep¤Λ n¤ f alc h l and dr¥g u¤e and se¤¥al beha Λ r am ng hΛgh sch l s¤¥den¤¤. The s¤¥dQ in l ed 2,125 teacher¤ and 2,429 s¤¥den¤¤. Ab ¥¤ three-f ¥r¤h¤ f the s¤¥den¤¤ ere hΛ¤e, Ca¤h lΛc, mΛddle-cla¤¤, and a¤¤ended par chΛal sch l¤. I¤ f ¥nd tha¤ 79 percen¤ f teacher¤ th ¥gh¤ tha¤ s¤¥den¤¤ ¥ld an¤ er affΛrma¤Λ elQ tha¤ theQ s me¤Λme¤ u¤ed alc h l hen enc ¥raged t d s bQ frΛend¤, tha¤ 51 percen¤ f teacher¤ th ¥gh¤ tha¤ s¤¥den¤¤ ¥ld an¤ er affΛrma¤Λ elQ regardΛng dr¥g u¤e, and tha¤ 69 percen¤ th ¥gh¤ tha¤ s¤¥den¤¤ ¥ld an¤ er affΛrma¤Λ elQ in regard t engagΛng in se¤¥al ac¤Λ Λ¤Q. S¤¥den¤ re¤p n¤e¤ indΛca¤ed tha¤ 32 percen¤ f par chΛal s¤¥den¤¤ and 22 percen¤ f p¥blΛc sch l s¤¥den¤¤ rep r¤ed u¤Λng alc h l, 15 percen¤ f par chΛal sch l and 18 percen¤ f p¥blΛc sch l s¤¥den¤¤ rep r¤ed u¤Λng dr¥g¤, and tha¤ 38 percen¤ f par chΛal and 59 percen¤ f p¥blΛc sch l s¤¥den¤¤ rep r¤ed engagΛng in se¤¥al ac¤Λ Λ¤Q. The paper dΛ¤c¥¤¤e¤ the re¤¥l¤¤ in lΛgh¤ f p¥blΛc, medΛa, and teacher percep¤Λ n¤ f alc h l and dr¥g u¤e and se¤¥al beha Λ r am ng teenager¤, al ng Λ¤h the m ralΛ¤Q f s¥ch beha Λ r¤. (MDM)

ED 409 092 PS 025 506

F r¤Λ¤-DΛaΛ, ElΛΛabe¤h
J¥¤¤ Wh Are The¤e "Bad G¥Q¤," AnQ aQ An A¤¤emp¤ a¤ RedΛrec¤Λng ChΛldren'¤ Aggre¤¤Λ e PlaQ.
PUB DATE- 14 MaQ 97
NOTE- 18p.
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01/PC01 Pl¥¤ P ¤¤age.
PUB TYPE- Rep r¤¤ - De¤crΛp¤Λ e (Pr gram/Pr jec¤ De¤crΛp¤Λ n¤) (141)
DESCRIPTORS- *Aggre¤¤Λ n; *Beha Λ r Change; Beha Λ r Pr blem¤; *In¤er en¤Λ n; *KΛndergar¤en ChΛldren; Ma¤¤ MedΛa Effec¤¤; Paren¤¤; *PlaQ; Pre¤ch l Teacher¤; PrΛmarQ Ed¥ca¤Λ n; Se¤ DΛfference¤; Tele Λ¤Λ n; *VΛ lence

rk. A mʌcr e⁘hn graphʌc s⁘¥dQ f s¥ch in⁘erac⁘ʌ n⁘ in German elemen⁘arQ cla⁘⁘r m⁘ sh ed tha⁘ chʌldren d n ⁘ u⁘¥allQ re eal theʌr ra⁘ʌ nale e¤plʌcʌ⁘lQ, ʌ⁘h the e¤ec¥⁘ʌ n f a calc¥la⁘ʌ n and i⁘⁘ j¥⁘⁘ʌfʌca⁘ʌ n n ⁘ dʌ⁘cernʌble fr m each ⁘her--ʌn ⁘her   rd⁘, refle¤ʌ e arg¥men⁘a⁘ʌ n. F¥r⁘her, thʌ⁘ prac⁘ʌce f refle¤ʌ e arg¥men⁘a⁘ʌ n i⁘ effec⁘¥a⁘ed in the semblance f tellʌng a s⁘ rQ. The c¥l⁘¥re f refle¤ʌ e arg¥men⁘a⁘ʌ n in the⁘e gr ¥p⁘ i⁘ trea⁘ed narra⁘ʌ elQ. E¤amʌna⁘ʌ n f the academʌc ta⁘k s⁘r¥c⁘¥re (ATS) (Erʌck⁘ n, 1982) f gr ¥p in⁘erac⁘ʌ n⁘ re ealed narra⁘ʌ e charac⁘erʌ⁘⁘ʌc⁘: (1) N ⁘ all c ncep⁘⁘ nece⁘⁘arQ f r c mprehen⁘ʌ n f the ATS are in⁘r d¥ced e¤plʌcʌ⁘lQ; f r s me par⁘ʌcʌpan⁘⁘, the inner l gʌc f the s l¥⁘ʌ n r "pl ⁘" remaʌn⁘ paq¥e; (2) s⁘¥den⁘⁘ need cer⁘aʌn specʌfʌc c mpe⁘encʌe⁘ f r e¤ec¥⁘ʌng dʌfferen⁘ s⁘ep⁘ f the s l¥⁘ʌ n; (3) me⁘a-c mmen⁘⁘ are n ⁘ clearlQ made; hʌn⁘⁘ a⁘ the in⁘ernal s⁘r¥c⁘¥re f the s l¥⁘ʌ n are lef⁘ f r par⁘ʌcʌpan⁘⁘ t infer n theʌr   n; and (4) pre⁘en⁘a⁘ʌ n f the s l¥⁘ʌ n pr ce⁘⁘ i⁘ maʌnlQ re⁘⁘rʌc⁘ed t the sp ken   rd; al⁘erna⁘ʌ e dem n⁘⁘ra⁘ʌ n⁘ lʌke phQ⁘ʌcal ill¥⁘⁘ra⁘ʌ n⁘ are n ⁘ u⁘ed. Th¥⁘, thʌ⁘ f rm f peer in⁘erac⁘ʌ n pr ʌde⁘ the ra⁘ʌ nalʌ⁘Q f a s l ʌng pr ce⁘⁘ in a⁘ m¥ch a⁘ the s⁘¥den⁘⁘ are able t infer the arg¥men⁘a⁘ʌ n ab ¥⁘ the "c rrec⁘ne⁘⁘" f the s l¥⁘ʌ n fr m the specʌfʌc ATS-⁘eq¥en⁘ʌalʌ⁘Q f the acc mplʌ⁘hed narra⁘ʌ e. (C n⁘aʌn⁘ 18 reference⁘.) (EV)

ED 409 110   PS 025 581

Sleger⁘, Brenda
Braʌn De el pmen⁘ and I⁘⁘ Rela⁘ʌ n⁘hʌp t EarlQ Chʌldh d Ed¥ca⁘ʌ n.
PUB DATE- 17 Apr 97
NOTE- 35p.; Paper pre⁘en⁘ed a⁘ the EDEL 695 Semʌnar in Elemen⁘arQ Ed¥ca⁘ʌ n (L ng Beach, CA, Aprʌl 17, 1997).
LANGUAGE- Englʌ⁘h
EDRS Prʌce- MF01/PC02 Pl¥⁘ P ⁘⁘age.
PUB TYPE- Inf rma⁘ʌ n AnalQ⁘e⁘/S⁘a⁘e- f-⁘he-ar⁘ Ma⁘erʌal⁘ (070),Speeche⁘, C nference Paper⁘, "Paper⁘ Pre⁘en⁘ed a⁘..." (150)
DESCRIPTORS- *Braʌn; Braʌn Hemʌ⁘phere F¥nc⁘ʌ n⁘; Chʌld De el pmen⁘; *C gnʌ⁘ʌ e De el pmen⁘; C gnʌ⁘ʌ e Pr ce⁘⁘e⁘; Defʌnʌ⁘ʌ n⁘; *EarlQ Chʌldh d Ed¥ca⁘ʌ n; Lang¥age Acq¥ʌ⁘ʌ⁘ʌ n; Learnʌng Pr ce⁘⁘e⁘; Na⁘¥re N¥r⁘¥re C n⁘r er⁘Q
IDENTIFIERS- Braʌn Ba⁘ed Learnʌng; *Braʌn De el pmen⁘; Braʌn Gr ⁘h; M¥l⁘ʌple In⁘ellʌgence⁘

Ne re⁘earch n braʌn de el pmen⁘ ha⁘ pr f ¥nd implʌca⁘ʌ n⁘ in the area⁘ f chʌld de el pmen⁘ and ed¥ca⁘ʌ n. Thʌ⁘ re ʌe   f the re⁘earch de⁘crʌbe⁘ h   the braʌn de el p⁘ t shape chʌldren'⁘ gr ʌng in⁘ellʌgence, addre⁘⁘ʌng s¥ch q¥e⁘⁘ʌ n⁘ a⁘: (1) Wha⁘ are the braʌn'⁘ f¥nc⁘ʌ n⁘ (2) Wha⁘ are the crʌ⁘ʌcal r sen⁘ʌ⁘ʌ e perʌ d⁘ in braʌn de el pmen⁘ (3) H   can teacher⁘ take ad an⁘age f the⁘e " ʌnd ⁘ f learnʌng " (4) H   m¥ch i⁘ men⁘al abʌlʌ⁘Q infl¥enced bQ en ʌr nmen⁘ and h   m¥ch bQ heredʌ⁘Q (5) I⁘ i⁘ be⁘⁘er t teach t the h le braʌn, r i⁘ lef⁘ braʌn/rʌgh⁘ braʌn the rQ be⁘⁘er (6) H   d e⁘ braʌn de el pmen⁘ infl¥ence lang¥age and (7) H   can paren⁘⁘ ge⁘ in l ed in theʌr chʌld'⁘ learnʌng The paper begʌn⁘ ʌ⁘h a pre⁘en⁘a⁘ʌ n f rele an⁘ defʌnʌ⁘ʌ n⁘, s¥ch a⁘ braʌn de el pmen⁘, cerebr¥m, dendrʌ⁘e⁘, ne¥r n⁘, and pla⁘⁘ʌcʌ⁘Q. I⁘ ne⁘⁘ pre⁘en⁘⁘ brʌef hʌ⁘⁘ rʌe⁘ f earlQ chʌldh d ed¥ca⁘ʌ n, dʌ⁘c¥⁘⁘ʌng s¥ch the rʌ⁘⁘⁘ a⁘ Fr ebel, M n⁘e⁘⁘ rʌ, and J. M. H¥n⁘, and f braʌn s⁘¥dʌe⁘, incl¥dʌng the   rk f Wʌe⁘el and H¥bel and f Ep⁘⁘eʌn. The paper then dʌ⁘c¥⁘⁘e⁘ maj r i⁘⁘¥e⁘ and c n⁘r er⁘ʌe⁘ in braʌn re⁘earch, s¥ch a⁘ the ʌnd ⁘ f learnʌng f r varʌ ¥⁘ f¥nc⁘ʌ n⁘ and s¥bjec⁘⁘, the in⁘eparabʌlʌ⁘Q

PUB DATE- 93
NOTE- 29p.; Ph ⁑ graph⁑ All n ⁑ repr dḰce adeqḰa⁑elQ.
LANGUAGE- EnglΛ⁑h
EDRS PrΛce- MF01/PC02 PlḰ⁑ P ⁑⁑age.
PUB TYPE- C lled⁑ed W rk⁑ - Pr ceedΛng⁑ (021)
DESCRIPTORS- *Ala⁑ka Na⁑Λ e⁑; *AmerΛcan IndΛan EdḰca⁑Λ n; C mmḰnΛ⁑Q De el pmen⁑; C mmḰnΛ⁑Q Ser Λce⁑; Cr ⁑⁑ CḰl⁑Ḱral TraΛnΛng; *CḰl⁑ḰrallQ Rele an⁑ EdḰca⁑Λ n; *Heal⁑h EdḰca⁑Λ n; Heal⁑h Pr m ⁑Λ n; IndΛgen Ḱ⁑ Per⁑ nnel; *RḰral EdḰca⁑Λ n; RḰral P pḰla⁑Λ n; TraΛner⁑; *TraΛnΛng
IDENTIFIERS- Ala⁑ka; HealΛng; *IndΛgen Ḱ⁑ Kn ledge SQ⁑⁑em⁑; W rld VΛe ⁑

ThΛ⁑ sQn p⁑Λ⁑ f the ga⁑herΛng f healer⁑ and heal⁑h pr Λder⁑ pre⁑en⁑⁑ a gḰΛde f r dΛ⁑cḰ⁑⁑Λ n f rḰral Ala⁑kan traΛnΛng i⁑⁑Ḱe⁑. An in⁑r dḰc⁑Λ n call⁑ n Ala⁑ka'⁑ indΛgen Ḱ⁑ pe ple⁑ t draῆ n theΛr tradΛ⁑Λ n⁑ and cḰl⁑Ḱral valḰe⁑ t crea⁑e m del⁑ f r a heal⁑hQ e¤Λ⁑⁑ence. The Heal⁑h EdḰca⁑Λ n and TraΛnΛng Cen⁑er (HETC) and i⁑⁑ g al⁑ f r impr emen⁑ f rḰral heal⁑h ser Λce⁑ and traΛnΛng are brΛeflQ de⁑crΛbed. The c nference began Λ⁑h a MedΛcΛne Wheel e¤ercΛ⁑e t unΛ⁑e par⁑ΛcΛpan⁑⁑, f ll ed bQ a dΛ⁑cḰ⁑⁑Λ n f gr Ḱp beha Λ ral n rm⁑ f r crea⁑Λng a p ⁑Λ⁑Λ e pr dḰc⁑Λ e a⁑m ⁑phere. Par⁑ΛcΛpan⁑⁑ then braΛn⁑⁑ rmed t iden⁑ΛfQ 72 rḰral Ala⁑ka traΛnΛng i⁑⁑Ḱe⁑, hΛch ere framed a⁑ qḰe⁑⁑Λ n⁑ t enc Ḱrage dΛ⁑cḰ⁑⁑Λ n. The gr Ḱp prΛ rΛ⁑ΛΛed 10 i⁑⁑Ḱe⁑: pr m ⁑Λng heal⁑hQ famΛlQ traΛner⁑ and c mmḰnΛ⁑Q leader⁑, crea⁑Λng healΛng rk⁑h p⁑, de⁑ΛgnΛng cr ⁑⁑-cḰl⁑Ḱral traΛnΛng technΛqḰe⁑, rec gnΛΛΛng heal⁑hQ emp ermen⁑ in c mmḰnΛ⁑Q de el pmen⁑, e¤pandΛng the cΛrcle f Na⁑Λ e traΛner⁑, increa⁑Λng traΛner⁑' men⁑ rΛng p ⁑en⁑Λal, e alḰa⁑Λng pre⁑en⁑a⁑Λ n⁑ f r se¤ḰalΛ⁑Q i⁑⁑Ḱe⁑, de el pΛng sen⁑Λ⁑Λ e and re⁑p n⁑Λ e in⁑⁑Λ⁑Ḱ⁑Λ nal traΛnΛng technΛqḰe⁑, delΛnea⁑Λng c mmḰnΛ⁑Q e¤pec⁑a⁑Λ n⁑ f traΛner⁑, and ackn ledgΛng cḰl⁑Ḱral valḰe⁑ rela⁑ed t the healΛng pr ce⁑⁑. Small gr Ḱp⁑ f par⁑ΛcΛpan⁑⁑ then c mpΛled rec mmenda⁑Λ n⁑ rela⁑ed t the heal⁑hQ famΛlQ traΛner, indΛgen Ḱ⁑ ver⁑Ḱ⁑ c l nΛal rld vΛe ⁑, cr ⁑⁑-cḰl⁑Ḱral edḰca⁑Λ n, academΛc b ḰndarΛe⁑ and u⁑e f the c mmḰnΛ⁑Q'⁑ indΛgen Ḱ⁑ kn ledge, s cΛ p lΛ⁑Λcal kn ledge nece⁑⁑arQ f r healΛng, gḰΛdelΛne⁑ and ba⁑Λc prereqḰΛ⁑Λ⁑e⁑ f r c mmḰnΛ⁑Q de el pmen⁑, and c n⁑e⁑⁑ed in⁑ere⁑⁑⁑ Λ⁑hΛn a s cΛe⁑al c n⁑e⁑⁑ f uneqḰal p er rela⁑Λ n⁑. C mmen⁑⁑ f keQn ⁑e speaker D n C QhΛ⁑ and tradΛ⁑Λ nal healer Wal⁑er AḰ⁑⁑Λn are sḰmmarΛΛed. (SV)

ED 409 127 RC 020 336

AmerΛcan IndΛan ScΛence & EngΛneerΛng S cΛe⁑Q 1994 AnnḰal Rep r⁑.
PUB DATE- 94
NOTE- 33p.; Ph ⁑ graph⁑ All n ⁑ repr dḰce adeqḰa⁑elQ.
LANGUAGE- EnglΛ⁑h
EDRS PrΛce- MF01/PC02 PlḰ⁑ P ⁑⁑age.
PUB TYPE- Rep r⁑⁑ - De⁑crΛp⁑Λ e (Pr gram/Pr jec⁑ De⁑crΛp⁑Λ n⁑) (141)
DESCRIPTORS- *AmerΛcan IndΛan EdḰca⁑Λ n; AnnḰal Rep r⁑⁑; *Career GḰΛdance; *C llege Prepara⁑Λ n; EngΛneerΛng EdḰca⁑Λ n; HΛgher EdḰca⁑Λ n; In⁑er Λce Teacher EdḰca⁑Λ n; Ma⁑hema⁑Λc⁑ EdḰca⁑Λ n; Pr fe⁑⁑Λ nal A⁑⁑ cΛa⁑Λ n⁑; *Sch lar⁑hΛp⁑; ScΛence EdḰca⁑Λ n; Sec ndarQ EdḰca⁑Λ n; SḰmmer Pr gram⁑
IDENTIFIERS- *AmerΛcan IndΛan ScΛence and EngΛneerΛng S cΛe⁑Q

The AmerΛcan IndΛan ScΛence and EngΛneerΛng S cΛe⁑Q (AISES) nḰr⁑Ḱre⁑ bḰΛldΛng f c mmḰnΛ⁑Q bQ brΛdgΛng scΛence and techn l gQ Λ⁑h tradΛ⁑Λ nal Na⁑Λ e valḰe⁑. AISES edḰca⁑Λ nal pr gram⁑ pr Λde pp r⁑ḰnΛ⁑Λe⁑ f r AmerΛcan IndΛan⁑ and Ala⁑ka Na⁑Λ e⁑ t pḰr⁑Ḱe s⁑ḰdΛe⁑ in scΛence, engΛneerΛng, and ⁑her academΛc arena⁑. The traΛned pr fe⁑⁑Λ nal⁑ bec me e lẄ∷Λ n in vΛ la∷Λ n f s∷a∷e la . The Tenne∷∷ee "m nkeQ trΛal" sQmb lΛΛed the c nfr n∷a∷Λ n f m dern, secẄlar, urban AmerΛca Λ∷h c n∷er a∷Λ e, relΛgΛ Ẅ∷, rẄral AmerΛca. Al∷h Ẅgh urban j Ẅrnal∷∷∷ and s cΛal crΛ∷Λc∷ sc rned n the la∷∷er, thΛ∷ b k pre∷en∷∷ the per∷pec∷Λ e f c Ẅn∷rQ pe ple in Tenne∷∷ee'∷ Upper CẄmberland regΛ n. TradΛ∷Λ nallQ the∷e pe ple fa red l ta¤e∷, mΛnΛmal g ernmen∷ ser Λce∷, and l cal c n∷r l f in∷∷Λ∷Ẅ∷Λ n∷ sẄch a∷ chẄrche∷ and sch l∷. DẄrΛng the earlQ 20∷h cen∷ẄrQ, farmer∷ and t n f lk f Ẅgh∷ repea∷ed p lΛ∷Λcal ba∷∷le∷ er the meanΛng and c ∷∷∷ f pr gre∷∷ and er c n∷r l f l cal in∷∷Λ∷Ẅ∷Λ n∷. The∷e ba∷∷le∷ freqẄen∷lQ cen∷ered n the sch l∷, a∷ the s∷a∷e manda∷ed c mpẄl∷ rQ edẄca∷Λ n, c n∷∷rẄc∷Λ n f c Ẅn∷Q hΛgh sch l∷ (∷ be paΛd f r bQ c Ẅn∷Q le Λe∷), and m dern edẄca∷Λ nal prac∷Λce∷. SẄpp r∷ f r the Tenne∷∷ee M nkeQ Lañ all ed the regΛ n t unΛ∷e in affΛrma∷Λ n f relΛgΛ Ẅ∷ valẄe∷ a∷ a tΛme hen i∷ a∷ increa∷ΛnglQ dΛ Λded bQ p lΛ∷Λc∷, ec n mΛc∷, sch l ref rm∷, and changΛng s cΛal m re∷. The ld aQ∷ ffered secẄrΛ∷Q and sẄr Λ al in an uncer∷aΛn rld. Chap∷er∷ c er Upper CẄmberland farm ec n mΛc∷ in the 1890∷; famΛlQ charac∷erΛ∷∷Λc∷, famΛlQ lΛfe (b ∷h realΛ∷Q and relΛgΛ Ẅ∷ ideal∷), and c mmẄnΛ∷Q lΛfe; relΛgΛ n and chẄrche∷; Jeffer∷ nΛan g ernmen∷ in ac∷Λ n (p lΛ∷Λc∷ and s cΛal rder); arrΛ al f the ca∷h ec n mQ Λ∷h the raΛlr ad∷; s∷rẄggle∷ er r ad c n∷∷rẄc∷Λ n; c nflΛc∷ er sch l ref rm and l cal c n∷r l; reac∷Λ n∷ t W rld War I and the draf∷; per∷Λ∷∷ence, p er∷Q, and p lΛ∷Λc∷; and the famΛlQ, relΛgΛ n, and p lΛ∷Λc∷ in the 1920∷. The chap∷er n edẄca∷Λ n (chap∷er 7) inclẄde∷ inf rma∷Λ n n c Ẅn∷Q enr llmen∷∷∷, elemen∷arQ sch l gradẄa∷e∷, edẄca∷Λ nal prac∷Λce∷, and lΛ∷eracQ. The b k c n∷aΛn∷ reference∷ in n ∷e∷, an e∷∷en∷Λ e bΛblΛ graphQ, and an inde¤. (SV)

ED 409 144 RC 021 087

Ha en∷, Mark D.
BrΛdge∷ t Acce∷∷∷ΛbΛlΛ∷Q: A PrΛmer f r InclẄdΛng Per∷ n∷ Λ∷h DΛ∷abΛlΛ∷Λe∷ in Ad en∷Ẅre CẄrrΛcẄla.
PUB DATE- 92
NOTE- 142p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- D cẄmen∷ N ∷ A aΛlable fr m EDRS.
PUB TYPE- B k∷ (010),GẄΛde∷/Me∷h d∷/TechnΛqẄe∷ (F r Prac∷Λ∷Λ ner∷) - N n-Cla∷∷r m U∷e (F r AdmΛnΛ∷∷ra∷Λ e and SẄpp r∷ S∷aff, and f r Teacher∷, Paren∷∷, ClergQ, e∷c. in N n-Cla∷∷r m sΛ∷Ẅa∷Λ n∷) (055),Te∷∷, QẄe∷∷Λ nnaΛre∷, E alẄa∷Λ n In∷∷rẄmen∷∷ (160)
DESCRIPTORS- *Acce∷∷ t EdẄca∷Λ n; *Acce∷∷ΛbΛlΛ∷Q (f r DΛ∷abled); *Ad en∷Ẅre EdẄca∷Λ n; A∷∷Λ∷Ẅde Change; Change S∷ra∷egΛe∷; *C n∷cΛ Ẅ∷ne∷∷ RaΛ∷Λng; *DΛ∷abΛlΛ∷Λe∷; EqẄal EdẄca∷Λ n; *InclẄ∷Λ e Sch l∷; MaΛn∷∷reamΛng; OẄ∷d r EdẄca∷Λ n; Teacher A∷∷Λ∷Ẅde∷
IDENTIFIERS- *A∷∷Λ∷Ẅde∷ t ard DΛ∷abled; OẄ∷d r Leader∷hΛp

ThΛ∷ b k enc Ẅrage∷ the inclẄ∷Λ n f per∷ n∷ Λ∷h dΛ∷abΛlΛ∷Λe∷ in ng Λng ad en∷Ẅre pr gram∷, m ∷Λ a∷e∷ ad en∷Ẅre leader∷ t learn m re ab Ẅ∷ pe ple Λ∷h dΛ∷abΛlΛ∷Λe∷, and a∷∷Λ∷∷∷ specΛalΛ∷∷∷ in ad ca∷Λng f r in∷egra∷ed ad en∷Ẅre pr grammΛng. Cen∷ered n a∷∷Λ∷ẄdΛnal añarene∷∷, the b k enc Ẅrage∷ prac∷Λ∷Λ ner∷ t an∷ t make theΛr ser Λce∷ acce∷∷Λble, n ∷ jẄ∷∷ t reac∷ t legΛ∷la∷Λ e manda∷e∷. Three maΛn idea∷ pre∷en∷ed are tha∷ emp ermen∷ i∷ the m ∷∷ effec∷Λ e pr ce∷∷ f r facΛlΛ∷a∷Λng per∷ nal gr ∷h f all pe ple, tha∷ the tradΛ∷Λ nal "clΛnΛcal/medΛcal m del" f specΛalΛ∷∷ traΛnΛng i∷ inc mple∷e, and tha∷ the prΛncΛple∷ behΛnd ad en∷Ẅre learnΛng reqẄΛre the enc Ẅragemen∷ f independence and self-dΛ∷c erQ

Schools; Learning Activities; Natural Resources; Teaching Guides; Water
IDENTIFIERS- Biological Diversity

This book contains a unit on science and global education that is designed to enable students to gain a practical understanding of the world they live in and the confidence to take appropriate action as responsible global citizens. This unit emphasizes cooperative learning that is experiential and participatory. Teachers and students are encouraged to explore the interconnections between global concerns such as food supply, biodiversity, resource use and distribution, water, and energy. Some of the activities explore connections between traditionally defined subject areas. The activities serve as models of how to integrate global education into the science program. The unit is divided into four sections: (1) Water and the Environment; (2) Living Things and Biodiversity; (3) Energy and Resources; and (4) Food Supplies. Each section contains activities and suggestions for further study along with background information on the theme. Because these themes reemerge over the three junior high school years, the activities can be used with increasing sophistication depending upon the grade level and characteristics of the students with whom they are being explored. For each activity or group of activities, there is also a statement about the curricular fit with the Alberta Program of Studies in Canada. (JRH)

ED 409 160 SE 059 005

Martin, Sue; And Others
FCCSET/DOE 1993 Summer Institutes. Evaluation Report.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Office of Science and Technology Policy, Washington, DC. National Science and Technology Council.
PUB DATE- Dec 94
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Strategies; Elementary Secondary Education; *Hands on Science; *Knowledge Base for Teaching; Professional Development; *Science Laboratories; *Science Teachers; *Teacher Education
IDENTIFIERS- *Subject Content Knowledge

This document reports on the evaluation study of the Federal Coordinating Council for Science, Engineering, and Technology (FCCSET) 1993 Summer Institutes that provided opportunities for teachers from around the country to participate in hands-on education programs in areas such as environmental and ecological studies, material science, space research, and alternative energy and conservation studies. Part I of the report details the findings of the evaluation study. The Institutes provided significant enrichment in science and related content areas but did not explore innovations in instruction or reflect current research on theories of learning. Part II of this report addresses the follow-up projects that were intended to support teachers as they transferred their new knowledge to the classroom and provide them with additional materials and equipment. Part III details the recommendations resulting from the evaluation study of the Summer Institutes and the follow-up projects. Recommendation themes include program administration, promoting a new vision of classroom teaching and learning, teacher development and program activities, follow-up, teacher leadership and responsibility, and program evaluation. Appendices contain data emerged fr m the s∷ǘden∷∷' re∷p n∷e∷: (1) the c mpǘ∷er in rela∷Λ n t theΛr s∷a∷ǘ∷ a∷ learner∷; (2) the c mpǘ∷er in rela∷Λ n t theΛr s∷a∷ǘ∷ a∷ fǘ∷ǘre teacher∷; and (3) the c mpǘ∷er a∷ a medΛǘm f r c mmǘnΛca∷Λ n. O erall, the inc rp ra∷Λ n f c mpǘ∷er ac∷Λ Λ∷Λe∷ in∷ ma∷hema∷Λc∷ c n∷en∷ c ǘr∷e∷, in addΛ∷Λ n t lec∷ǘre∷ and manΛpǘla∷Λ e lab∷, a∷ a p ∷Λ∷Λ e e¤perΛence f r the pre∷er Λce teacher∷ a∷ ell a∷ f r the in∷∷rǘc∷ r∷. The c mpǘ∷er ac∷Λ Λ∷Λe∷ helped s∷ǘden∷∷ de el p a deeper under∷∷andΛng f the ma∷hema∷Λcal c ncep∷∷ taǘgh∷, hΛch a∷ the prΛmarQ g al f r in∷r dǘcΛng the c mpǘ∷er∷. The c mpǘ∷er se∷∷Λ n∷ c n∷rΛbǘ∷ed t a m re rela¤ed cla∷∷r m a∷m ∷phere and ser ed a∷ an incen∷Λ e f r m re c n∷Λ∷∷en∷ cla∷∷ a∷∷endance f r s me s∷ǘden∷∷. The ea∷e f elec∷r nΛc c mmǘnΛca∷Λ n al∷ led t e¤∷ended and m re per∷ nal teacher-∷∷ǘden∷ in∷erac∷Λ n∷. (PVD)

ED 409 181 SE 060 342

ClarΛana, R Q B.
The Effec∷∷ f an In∷egra∷ed LearnΛng SQ∷∷em n ThΛrd Grader∷' Ma∷hema∷Λc∷ and ReadΛng AchΛe emen∷.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Plǘ∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - Re∷earch/TechnΛcal (143)
DESCRIPTORS- AcademΛc AchΛe emen∷; Edǘca∷Λ nal S∷ra∷egΛe∷; *Grade 3; *In∷egra∷ed Ac∷Λ Λ∷Λe∷; Ma∷hema∷Λc∷; *Ma∷hema∷Λc∷ AchΛe emen∷; PrΛmarQ Edǘca∷Λ n; ReadΛng; *ReadΛng AchΛe emen∷; TeachΛng Me∷h d∷; Techn l gQ

ThΛ∷ s∷ǘdQ c n∷Λder∷ the effec∷∷ f J ∷∷en∷ LearnΛng C rp ra∷Λ n'∷ In∷egra∷ed LearnΛng SQ∷∷em (ILS) n the ma∷hema∷Λc∷ and readΛng s∷andardΛΛed te∷∷ sc re∷ f elemen∷arQ sch l chΛldren. I∷ a∷ an∷ΛcΛpa∷ed tha∷ te∷∷ sc re∷   ǘld increa∷e m de∷∷lQ Λ∷h the in∷r dǘc∷Λ n f the ILS, par∷ΛcǘlarlQ in ma∷hema∷Λc∷. The sample c n∷Λ∷∷ed f f ǘr c n∷ecǘ∷Λ e in∷ac∷ cla∷∷e∷ (N=85) taǘgh∷ bQ the same thΛrd-grade teacher. The fΛr∷∷ and sec nd cla∷∷e∷ receΛ ed tradΛ∷Λ nal cla∷∷r m in∷∷rǘc∷Λ n hΛle the thΛrd and f ǘr∷h cla∷∷e∷ receΛ ed tradΛ∷Λ nal cla∷∷r m in∷∷rǘc∷Λ n plǘ∷ s∷andard seqǘence ILS in∷∷rǘc∷Λ n. The CalΛf rnΛa Te∷∷ f Ba∷Λc SkΛll∷ T ∷al Ma∷hema∷Λc∷ and T ∷al ReadΛng sc re∷ gΛ en a∷ the end f the thΛrd grade ser ed a∷ the p ∷∷∷e∷∷. The da∷a ere analQΛed bQ mΛ¤ed mǘl∷Λ- arΛa∷e analQ∷Λ∷ f c arΛance. A sΛgnΛfΛcan∷ maΛn effec∷ f r ILS trea∷men∷, and a sΛgnΛfΛcan∷ in∷erac∷Λ n be∷ een c n∷en∷ and trea∷men∷ ere b∷er ed. Under ILS, larger gaΛn∷ ccǘrred f r ma∷hema∷Λc∷ than f r readΛng. P ∷∷Λble rea∷ n∷ f r thΛ∷ fΛndΛng are pre∷en∷ed and the implΛca∷Λ n∷ f the fΛndΛng∷ are dΛ∷cǘ∷∷ed al ng Λ∷h sǘgge∷∷Λ n∷ f r fǘr∷her re∷earch. C n∷aΛn∷ 15 reference∷. (Aǘ∷h r)

ED 409 182 SE 060 343

Abba∷, Abdǘllah; GΛlmer, PennQ J.
The U∷e f J ǘrnal∷ in ScΛence TeachΛng and LearnΛng f r Pr ∷pec∷Λ e Teacher∷: An Ac∷Λ e T l f S∷ǘden∷∷' Reflec∷Λ n∷.
PUB DATE- Mar 97
NOTE- 11p.; Paper pre∷en∷ed a∷ the Annǘal Mee∷Λng f the AmerΛcan Edǘca∷Λ nal Re∷earch A∷∷ cΛa∷Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Plǘ∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - Re∷earch/TechnΛcal (143),Speeche∷, C nference

char:: and t   appendΛce::--a par::Λal v cab¥larQ lΛ::: and a re:: ¥rce:: lΛ:::. (JRH)

ED 409 203   SE 060 415

FarleQ, T m C.
Idah Sec ndarQ Ma::hema::Λc:: C ¥r::e f S::¥dQ G¥Λde: A G¥Λde f r
  E¤cellence in Ma::hema::Λc:: Ed¥ca::Λ n. Upda::e.
PUB DATE- MaQ 94
NOTE- 46p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 Pl¥:: P :::age.
PUB TYPE- G¥Λde::/Me::h d::/TechnΛq¥e:: (F r Prac::Λ::Λ ner::) -
  Cla:::r m U::e - TeachΛng G¥Λde:: (F r Teacher) (052)
DESCRIPTORS- Algebra; *C ¥r::e De::crΛp::Λ n::; Ge me::rQ;
  *Ma::hema::Λc:: Ed¥ca::Λ n; Sec ndarQ Ed¥ca::Λ n; *Sec ndarQ Sch l
  Ma::hema::Λc::; S::a::e C¥rrΛc¥l¥m G¥Λde::
IDENTIFIERS- Idah
  ThΛ:: c ¥r::e f s::¥dQ g¥Λde i:: de::Λgned t help teacher:: e:::ablΛ::h a c n::ΛnΛ¥::Q Λ::hΛn the sc pe and seq¥ence f theΛr elemen::arQ sch l ma::hema::Λc:: c¥rrΛc¥l¥m and t a:::Λ::: th ::e teacher:: in f rm¥la::Λng s me realΛ:::Λc g al:: f r them::el e:: and theΛr s::¥den:::. Par:: I c n::aΛn:: an in::r d¥c::Λ n and s::a::emen:: f phΛl :: phQ. Par:: II c n::aΛn:: c ¥r::e de::crΛp::Λ n:: f r General Ma::hema::Λc::, ApplΛed Ma::hema::Λc::, Pre-Algebra, Algebra I, Ge me::rQ, Algebra II, and Ad anced Ma::hema::Λc:: (Pre-Calc¥l¥::). A p ::Λ::Λ n s::a::emen:: f r sec ndarQ ma::hema::Λc::, dΛ::c¥:::Λ n n c mp¥::er:: and calc¥la:: r::, an agenda f r ac::Λ n rec mmenda::Λ n:: f r sch l ma::hema::Λc:: f the 1990'::, and the ten ba::Λc skΛll area:: fr m the Na::Λ nal C ¥ncΛl f S¥per Λ:: r:: f Ma::hema::Λc:: (NCSM) are al:: incl¥ded. (JRH)

ED 409 204   SE 060 423

E an::, ShΛrleQ KΛng, C mp.
N¥::rΛ::Λ n Ed¥ca::Λ n Ma::erΛal:: and A¥dΛ Λ::¥al:: f r Grade::
  Pre::ch l thr ¥gh 6. SpecΛal Reference BrΛef:: SerΛe::.
PUB DATE- MaQ 97
NOTE- 78p.; Upda::e:: SRB-96-01.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC04 Pl¥:: P :::age.
PUB TYPE- Reference Ma::erΛal:: - DΛrec:: rΛe::/Ca::al g:: (132)
DESCRIPTORS- *Ed¥ca::Λ nal Re:: ¥rce::; *Ed¥ca::Λ nal S::ra::egΛe::;
  Elemen::arQ Ed¥ca::Λ n; LearnΛng Ac::Λ Λ::Λe::; Le::: n Plan::;
  *N¥::rΛ::Λ n In:::r¥c::Λ n; Pre::ch l Ed¥ca::Λ n
  ThΛ:: bΛblΛ graphQ a:: prepared f r ed¥ca:: r:: in::ere:::ed in n¥::rΛ::Λ n ed¥ca::Λ n ma::erΛal::, a¥dΛ Λ::¥al::, and re:: ¥rce:: f r cla:::r m u::e. I::em:: lΛ:::ed c er a range f t pΛc:: incl¥dΛng general n¥::rΛ::Λ n, f d prepara::Λ n, f d scΛence, and dΛe::arQ managemen::. TeachΛng ma::erΛal:: lΛ:::ed incl¥de f d m del::, game::, kΛ:::, vΛde ca:::e:::e::, and le::: n plan::. Te:::b k:: and re:: ¥rce:: are lΛ:::ed t a:::Λ::: Λ::h backgr ¥nd inf rma::Λ n. I::em:: are placed in the f ll Λng ca::eg rΛe::: (1) C¥rrΛc¥l¥m/Le::: n Plan::; (2) LearnΛng Ac::Λ Λ::Λe::; (3) A¥dΛ Λ::¥al::; and (4) Re:: ¥rce:: f r Ad¥l:::. (JRH)

ED 409 205   SE 060 443

Branca, Barbara
Ocean Plane::. In::erdΛ::cΛplΛnarQ MarΛne ScΛence Ac::Λ Λ::Λe::.
PUB DATE- 95
NOTE- 66p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC03 Pl¥:: P :::age.

EDRS PrΛce- MF01 Pl¥¤ P ¤¤age. PC N ¤ A aΛlable fr m EDRS.
PUB TYPE- G¥Λde¤/Me¤h d¤/TechnΛq¥e¤ (F r Prac¤Λ¤Λ ner¤) -
Cla¤¤r m U¤e - TeachΛng G¥Λde¤ (F r Teacher) (052)
DESCRIPTORS- *Affec¤Λ e Beha Λ r; C n ergen¤ ThΛnkΛng; *Crea¤Λ e ThΛnkΛng; DΛ ergen¤ ThΛnkΛng; Elemen¤arQ Ed¥ca¤Λ n; LearnΛng S¤ra¤egΛe¤; Pr blem S l Λng; *S cΛal S¤¥dΛe¤; TeachΛng G¥Λde¤; *ThΛnkΛng SkΛll¤
IDENTIFIERS- UnΛden¤ΛfΛed FlQΛng Objec¤¤

ThΛ¤ b k p¥blΛ¤hed in 1987 pr Λde¤ pen-ended ac¤Λ Λ¤Λe¤ t e¤¤end the imagΛna¤Λ n and crea¤Λ Λ¤Q f s¤¥den¤¤ and enc ¥rage them t e¤amΛne theΛr feelΛng¤ and val¥e¤. WΛllΛam¤' m del f c gnΛ¤Λ e-Λn¤ellec¤Λ e and affec¤Λ e-feelΛng d maΛn¤ are addre¤¤ed. NearlQ 60 page¤ f e¤ercΛ¤e¤ f c¥¤ n the hΛ¤¤ rΛcal, the scΛen¤ΛfΛc, the mQ¤¤erΛ ¥¤, the ma¤hema¤Λcal, the c njec¤¥ral, and the hΛm¤Λcal. S me f the t pΛc¤ e¤pl red are "R an ke the L ¤¤ C l nQ"; "BΛgf ¤"; "UFO'¤"; and "FlQΛng Sa¥cer¤." (EH)

ED 409 227 SO 027 055

S¤ark, Rebecca
Crea¤Λ e Ven¤¥re¤: The F¥¤¥re.
PUB DATE- 87
NOTE- 67p.
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01 Pl¥¤ P ¤¤age. PC N ¤ A aΛlable fr m EDRS.
PUB TYPE- G¥Λde¤/Me¤h d¤/TechnΛq¥e¤ (F r Prac¤Λ¤Λ ner¤) -
Cla¤¤r m U¤e - TeachΛng G¥Λde¤ (F r Teacher) (052)
DESCRIPTORS- *Affec¤Λ e Beha Λ r; C n ergen¤ ThΛnkΛng; *Crea¤Λ e ThΛnkΛng; DΛ ergen¤ ThΛnkΛng; Elemen¤arQ Ed¥ca¤Λ n; *F¥¤¥re¤ (f S cΛe¤Q); LearnΛng S¤ra¤egΛe¤; *PredΛc¤Λ n; Pr blem S l Λng; *S cΛal S¤¥dΛe¤; *ThΛnkΛng SkΛll¤

ThΛ¤ b k, p¥blΛ¤hed in 1987, pr Λde¤ pen-ended ac¤Λ Λ¤Λe¤ t e¤¤end the imagΛna¤Λ n and crea¤Λ Λ¤Q f s¤¥den¤¤ and enc ¥rage them t e¤amΛne theΛr feelΛng¤ and val¥e¤. WΛllΛam¤' m del f c gnΛ¤Λ e-Λn¤ellec¤Λ e and affec¤Λ e-feelΛng d maΛn¤ are addre¤¤ed. NearlQ 60 page¤ f e¤ercΛ¤e¤ f c¥¤ n the f¥¤¥re, a¤kΛng s¤¥den¤¤ t predΛc¤ f¥¤¥re scenarΛ ¤, b ¤h per¤ nal and s cΛe¤al. S me f the t pΛc¤ c ered are "F¥¤¥re Fad¤"; "Cl ne¤"; "Madame Pre¤Λden¤"; and "Ne Fea¤¥re¤." (EH)

ED 409 228 SO 027 056

S¤ark, Rebecca
P¤Qch l gQ: S¤¥den¤ EdΛ¤Λ n.
PUB DATE- 86
NOTE- 66p.
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01 Pl¥¤ P ¤¤age. PC N ¤ A aΛlable fr m EDRS.
PUB TYPE- G¥Λde¤/Me¤h d¤/TechnΛq¥e¤ (F r Prac¤Λ¤Λ ner¤) -
Cla¤¤r m U¤e - In¤¤r¥c¤Λ nal Ma¤erΛal¤ (F r Learner¤) (051)
DESCRIPTORS- Beha Λ r; *C gnΛ¤Λ e P¤Qch l gQ; C ndΛ¤Λ nΛng; *De el pmen¤al P¤Qch l gQ; *IndΛ Λd¥al P¤Qch l gQ; *P¤Qch l gQ; *P¤Qch pa¤h l gQ; Sec ndarQ Ed¥ca¤Λ n; *S cΛal P¤Qch l gQ; S cΛal S¤¥dΛe¤

ThΛ¤ b k p¥blΛ¤hed in 1986 in¤r d¥ce¤ s¤¥den¤¤ t p¤Qch l gQ and Λ¤¤ rela¤ed s¥bjec¤ area¤. S¤¥den¤¤ learn tha¤ p¤Qch l gQ ha¤ ma¤¥red thr ¥gh the cen¤¥rΛe¤ fr m Λ¤¤ tab begΛnnΛng¤ in s¥perna¤¥ral belΛef¤ and magΛc t Λ¤¤ c¥rren¤ s¤a¤¥¤ a¤ a scΛen¤ΛfΛc dΛ¤cΛplΛne. Sec¤Λ n¤ f the b k incl¥de: (1) "Wha¤ Λ¤ P¤Qch l gQ "; (2) "H¥man De el pmen¤"; (3) "The Ner ¥¤ SQ¤¤em"; (4) "C gnΛ¤Λ e De el pmen¤"; (5) "Crea¤Λ e Pr blem S l Λng"; (6) "In¤ellΛgence"; (7) "Sen¤a¤Λ n and Percep¤Λ n"; (8) "C ndΛ¤Λ nΛng, LearnΛng and Mem rQ"; (9) "M ¤Λ a¤Λ n and the community for the development and implementation of moral and character development in public education. Contains 22 references and the survey instrument. (EH)

ED 409 252 SO 027 607

Thomas, Duncan; And Others
Parental Investments in Schooling: The Roles of Gender and Resources in Urban Brazil. Labor and Population Program Working Paper Series 96-02.
PUB DATE- Jan 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Comparative Education; Developing Nations; Economic Development; *Educational Opportunities; Elementary Secondary Education; *Equal Education; *Females; Foreign Countries; *Sex; Sex Bias; Sex Discrimination; *Womens Studies
IDENTIFIERS- *Brazil
This study examines the rate of educational attainment of women in Brazil. There have been dramatic increases in women's educational attainment, where today women are better educated than men. The study explores the importance of education and income of mothers and fathers in explaining the growth that has occurred. Maternal education has a bigger impact on schooling of children and a bigger impact on education of daughters, relative to sons. Paternal education has a greater impact on education of sons. One explanation for these differences is that parents do not pool income when allocating household resources. This hypothesis is tested by comparing the differential impact of maternal income on schooling of daughters relative to sons with differences in the impact of paternal income on the education of sons relative to daughters. The data were drawn from the 1982 "Pesquisa Nacional por Amostra de Domicilios (PNAD), a very large household labor force survey in Brazil. After controlling for a household fixed effect, these "differences-in-differences" are significant indicators that income-pooling is not consistent with the data. Contains 49 references. (Author/EH)

ED 409 253 SO 028 087

Contrasts in Blue: Life on the Caribbean Coral Reef and the Rocky Coast of Maine.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; Elementary Education; Instructional Materials; Integrated Activities; Interdisciplinary Approach; Marine Biology; *Marine Education; Science Activities; Social Studies
IDENTIFIERS- *Coasts (Ocean); *Coral Reefs; Maine
Ecosystem contrasts between the Caribbean Coral Reef and the Rocky coasts of Maine are the focus of this instructional resource. The publication, issued four times a year, explores single topics through an interdisciplinary, multicultural approach. The activities presented in this issue encourage

on, first, the concept of life as problem-governed and professional practice as problem-solving; and, second, the utility of problem-based learning as a pedagogical approach in pre-professional training. The paper suggests that a problem-based approach to professional education is ontologically narrow and epistemologically inconsistent with the lived nature of professional practice. Problem-based professional practice is seen as supporting the professional role as the rightful epistemic authority, thus perpetuating a class of professional elite who dominate social order and knowledge. The paper also suggests that problem-based practice and problem-based learning presume the possibility of a detached knower, separate from time, place, social position, body, gender, and interpersonal relations and thus the perspectives, intentions, and priorities of the individual are excluded by the pressure for a productive solution. Several questions regarding problem case examples are raised: who produces the cases and what inclusion and exclusion criteria are used; whether pre-framed questions allow student professionals to frame their own experiences; and whether a problem case can authentically represent human experience. (Contains 36 references.) (JLS)

ED 409 273 SP 037 372

Bolinger, Kevin; Gilman, David
Student Mobility and Demographics: Relationships to Aptitude and Achievement in a Three-Year Middle School.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Aptitude; *Demography; Educational Assessment; Ethnic Groups; Family Income; Intermediate Grades; Junior High Schools; Language Arts; *Middle Schools; Preservice Teacher Education; *Sex Differences; *Student Mobility
IDENTIFIERS- *Middle School Students; Vigo County School Corporation IN

This study examined differences between stable (n=107) and mobile (n=39) students attending a three-year middle school in Terre Haute (Indiana). Demographic variables of gender, ethnicity, and family income were considered, in addition to mobility, to assess possible relationships with aptitude and achievement. Achievement was measured by the Indiana State Wide Testing for Educational Progress (ISTEP) exam, given during the first half of the eighth grade. A correlation was measured between each of the demographic variables and each of the subtests of the ISTEP exam, the ISTEP battery score, and an aptitude score. A significant correlation was found between mobile students and low scores on the language subtest of the ISTEP exam. No relationship between mobility and the math or reading subtests of the exam were found, nor was there a significant correlation between mobility and total battery scores on the ISTEP. Gender was the only demographic variable that displayed a significant correlation to achievement. Aptitude, though highly correlated to achievement, did not exhibit a significant correlation to mobility or demographics. Multiple regression analysis failed to add any significance to the combined predictor variables. Four charts and three tables present the data. (Author/JLS)

ED 409 274 SP 037 378

Freidus, Helen

Portfolios (Background Materials); Teaching Methods; Team Teaching; *Technical Education; Thematic Approach
IDENTIFIERS- *High Schools That Work; *Southern Regional Education Board

This publication examines school and classroom practices that increase students' understanding, raise their achievement, and equip them with knowledge and skills needed in today's world. Several approaches have been identified for high schools to consider in integrating academic and vocational studies: single course integration; joint planning across or within departments; and interdisciplinary approaches (team teaching, short- or long-term projects, thematic projects, thematic units, and academies). Four examples of ways to integrate academic and vocational studies are taken from the Southern Regional Education Board's "High Schools That Work" program. These examples from four high schools are: team teaching, short-term projects, long-term and capstone senior projects, and student portfolios. The four examples appear in blue-colored sections of the book and alternate with chapters that address the following topics: what is integrated learning; why integrate; conditions that support effective integration; and ten steps for getting started. The final chapter presents brief descriptions of thematic units used in several high schools. (ND)

ED 409 292 SP 037 417

Availability of Minority Teachers.
PUB DATE- Apr 97
NOTE- 22p.; Appendices printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Minority Group Teachers; Public School Teachers; *Racial Composition; State Programs; Statistical Surveys; *Teacher Recruitment; *Teacher Supply and Demand
IDENTIFIERS- *Ohio

This information memo describes Ohio's teacher recruitment programs and their potential impact on increasing the number of minority teachers. It also provides a synopsis of supply and demand issues, in the United States and in Ohio, for minority teachers. The proportion of minority teachers in Ohio grew from 7 to 8 percent of all teachers while the proportion of minority students increased from 17 percent of all students to 19 percent between 1992 and 1997. In an effort to address this discrepancy, Ohio recruitment strategies have included mentoring pre-college students, providing tuition remission, and recruiting candidates outside of education. Since teacher recruitment programs began receiving funding in 1996, it is too early to measure their impact. However, Ohio Department of Education representatives and recruitment program administrators believe that their efforts have heightened awareness of diversity issues and are generating interest in teaching at the junior high and high school levels. Three graphs are included. Four appendixes provide: a table of information on programs receiving funding in FY 1996 and FY 1997; brief descriptions of teacher recruitment programs in other states; a selected bibliography; and an analysis of gender in elementary and special education. Contains 17 references. (LH)

ED 409 293 SP 037 418

combination) with the two given numbers in the problem, without any consideration of the possible problematic modeling assumptions underlying their proposed solution. The results of the second and third studies (64 Belgian and 91 Japanese fifth-grade students) confirmed that tendency, and indicated that it is culturally independent. The fourth study involving 332 Flemish preservice teachers revealed a similar tendency as reflected by these future teachers' preferred spontaneous solutions to word problems and their evaluations of different types of pupil answers. In the fifth study, 53 Belgian sixth-grade students were immersed in a new classroom culture in which word problems were treated as exercises in realistic mathematical modeling. The findings from the fifth study supported the hypothesis that, with specific instructional techniques and sets of challenging problem situations, it is possible to change pupils' conceptions about and their disposition toward the activation of real-world knowledge in mathematical modeling of word problems. (Contains 27 references.) (ND)

ED 409 312 SP 037 445

Hall, Vinni; And Others
Village Teaching: A Multidimensional Professional Development Schools Model for Preservice Teachers at Chicago State University.
PUB DATE- Feb 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *College School Cooperation; Education Majors; Elementary Education; Group Discussion; Higher Education; Pilot Projects; Preservice Teacher Education; Professional Development Schools; Public Schools; Special Education; Student Journals; *Summer Programs; Teaching Experience; *Theory Practice Relationship
IDENTIFIERS- *Chicago Public Schools IL; *Chicago State University IL; Preservice Teachers

Collaboration between public schools and universities through implementation of professional development schools may be central to any effort to improve education in an increasingly complex society. Chicago State University (Illinois), in conjunction with a cadre of stakeholders from Chicago Public Schools, implemented a professional development school pilot project (The Village Teaching Project) during the summer term of 1996. The project sought to orient preservice teachers in the early stages of their training and focused not only on discrete technical knowledge but also on issues of everyday practice for which no apparent technical knowledge exists. Expert teachers involved in the project provided a real world perspective on practice and on what underlies excellence in the teaching profession. Instruction was provided within the context of a "Village Teaching" paradigm in which knowledge represents a socially constructed entity. Broad, measurable outcomes of the project included assessment of the extent to which preservice teachers perceived knowledge about the teaching experience on the basis of cognitive, emotional, or behavioral reactions. Project evaluation involved analysis of "well-remembered events" along with other journal data. The Village Teaching Project represents an attempt to address areas of need in teacher preparation by laying a foundation on which preservice teachers can build. (Contains 19 references.)

C n⁑⁑r¥c⁑Λ n; Te⁑⁑ I⁑em⁑; ThΛnkΛng SkΛll⁑
IDENTIFIERS- *C ¥ncΛl f ChΛef S⁑a⁑e Sch l OffΛcer⁑

T addre⁑⁑ the s⁑a⁑e⁑' gr Λng need f r inf rma⁑Λ n ab ¥⁑ s⁑¥den⁑ perf rmance in scΛence, the C ¥ncΛl f ChΛef S⁑a⁑e Sch l OffΛcer⁑ inΛ⁑Λa⁑ed the S⁑a⁑e C llab ra⁑Λ e n A⁑⁑e⁑⁑men⁑ and S⁑¥den⁑ S⁑andard⁑ (SCASS) ScΛence Ed¥ca⁑Λ n A⁑⁑e⁑⁑men⁑ Pr jec⁑. ThΛ⁑ m¥l⁑Λ⁑⁑a⁑e c n⁑ r⁑Λ¥m p led e⁑per⁑Λ⁑e and re⁑ ¥rce⁑ t applQ s⁑andard⁑ and benchmark d c¥men⁑⁑ t de el p s⁑a⁑e- f-⁑he-ar⁑ a⁑⁑e⁑⁑men⁑ t l⁑ and ref rm s⁑ra⁑egΛe⁑ t impr e scΛence ed¥ca⁑Λ n. ThΛ⁑ d c¥men⁑ ¥⁑lΛne⁑ the parame⁑er⁑ tha⁑ g¥Λde SCASS a⁑⁑e⁑⁑men⁑ de el pmen⁑. The a⁑⁑e⁑⁑men⁑ pr d¥c⁑⁑, hΛch maQ incl¥de p r⁑f lΛ ⁑, l ng-⁑erm in e⁑⁑Λga⁑Λ n⁑, hand⁑- n ac⁑Λ Λ⁑Λe⁑, in⁑egra⁑ed e⁑⁑aQ q¥e⁑⁑Λ n⁑, sh r⁑ c n⁑⁑r¥c⁑ed re⁑p n⁑e i⁑em⁑, and selec⁑ed-re⁑p n⁑e i⁑em⁑ are de⁑Λgned t c llec⁑ da⁑a ab ¥⁑ ha⁑ s⁑¥den⁑⁑ kn and can d in scΛence. Face⁑⁑ tha⁑ g¥Λde i⁑em de el pmen⁑ and en⁑¥re tha⁑ e⁑ercΛ⁑e⁑ reflec⁑ rele an⁑ c n⁑e⁑⁑¥alΛΛed c ncep⁑⁑ begΛn Λ⁑h theme⁑, unΛfQΛng c ncep⁑⁑ tha⁑ help lΛnk the dΛ⁑cΛplΛne⁑ f scΛence. The f ¥r br ad s¥bjec⁑ area⁑ tha⁑ g¥Λde the de el pmen⁑ f the a⁑⁑e⁑⁑men⁑ t l⁑ are lΛfe scΛence, phQ⁑Λcal scΛence, ear⁑h and space scΛence, and c rdΛna⁑ed scΛence. The dΛmen⁑Λ n⁑ f kn Λng and inq¥ΛrΛng ab ¥⁑ scΛence thr ¥gh hΛch dep⁑h f under⁑⁑andΛng i⁑ de el ped are acq¥ΛrΛng, u⁑Λng, e⁑⁑endΛng and kn Λng scΛen⁑ΛfΛc kn ledge. The erarchΛng infl¥ence⁑ tha⁑ help pr Λde a rele an⁑ c n⁑e⁑⁑ f r the a⁑⁑e⁑⁑men⁑⁑ are hΛ⁑⁑ rΛcal and s cΛal and per⁑ nal per⁑pec⁑Λ e⁑, the s⁑¥dQ f the na⁑¥re f scΛence, and the s⁑¥dQ f scΛence and techn l gQ. (C n⁑aΛn⁑ three reference⁑.) (SLD)

ED 409 330 TM 026 770

PhΛllΛp⁑, GarQ W.; Adc ck, E¥gene P.
Mea⁑¥rΛng Sch l Effec⁑⁑ Λ⁑h HΛerarchΛcal LΛnear M delΛng: Da⁑a HandlΛng and M delΛng I⁑⁑¥e⁑.
PUB DATE- Mar 97
NOTE- 19p.; Paper pre⁑en⁑ed a⁑ the Ann¥al Mee⁑Λng f the AmerΛcan Ed¥ca⁑Λ nal Re⁑earch A⁑⁑ cΛa⁑Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- annotated EnglΛ⁑h
EDRS PrΛce- MF01 Pl¥⁑ P ⁑⁑age. PC N ⁑ A aΛlable fr m EDRS.
PUB TYPE- Rep r⁑⁑ - E al¥a⁑Λ e/Fea⁑ΛbΛlΛ⁑Q (142), Speeche⁑, C nference Paper⁑, "Paper⁑ Pre⁑en⁑ed a⁑..." (150)
DESCRIPTORS- AcademΛc AchΛe emen⁑; *BaQe⁑Λan S⁑a⁑Λ⁑⁑Λc⁑; Ed¥ca⁑Λ nal A⁑⁑e⁑⁑men⁑; Elemen⁑arQ Sec ndarQ Ed¥ca⁑Λ n; *E⁑⁑Λma⁑Λ n (Ma⁑hema⁑Λc⁑); E al¥a⁑Λ n Me⁑h d⁑; Re⁑earch De⁑Λgn; Re⁑earch Me⁑h d l gQ; *Sch l Effec⁑Λ ene⁑⁑
IDENTIFIERS- *HΛerarchΛcal LΛnear M delΛng

Beca¥⁑e p¥blΛc sch l⁑ d n ⁑ rand mlQ a⁑⁑Λgn s⁑¥den⁑⁑ and teacher⁑ acr ⁑⁑ sch l⁑ (a me⁑h d l gΛcal u⁑ pΛa), m¥l⁑Λle el e al¥a⁑Λ n me⁑h d⁑ hΛch acc ¥n⁑ f r s⁑¥den⁑ and sch l c n⁑e⁑⁑¥al and prac⁑Λce varΛable⁑ in theΛr na⁑¥ral se⁑⁑Λng⁑ pr Λde the m ⁑⁑ rΛg r ¥⁑ mean⁑ f r sh Λng empΛrΛcallQ ha⁑ i⁑ ac⁑¥allQ happenΛng in sch l cla⁑⁑r m⁑. H e er, n s⁑a⁑Λ⁑⁑Λcal me⁑h d l gQ can make up fa¥l⁑Q de⁑Λgn r bad da⁑a. ThΛ⁑ paper pre⁑en⁑⁑ s me imp r⁑an⁑ prac⁑Λcal i⁑⁑¥e⁑ regardΛng da⁑a handlΛng f r m¥l⁑Λle el analQ⁑Λ⁑ me⁑h d l gQ. Al⁑ pre⁑en⁑ed are imp r⁑an⁑ m delΛng de⁑Λgn i⁑⁑¥e⁑ tha⁑ need t be c n⁑Λdered hen applQΛng hΛerarchΛcal lΛnear m del⁑ (HLM) t the mea⁑¥remen⁑ f sch l⁑ and f r de⁑ermΛnΛng hΛch fac⁑ r⁑ impac⁑ the val¥e sch l⁑ added t s⁑¥den⁑⁑' achΛe emen⁑. Da⁑a handlΛng i⁑⁑¥e⁑ tha⁑ m¥⁑⁑ be c n⁑Λdered in HLM are de⁑ermΛnΛng the unΛ⁑ f analQ⁑Λ⁑, varΛable selec⁑Λ n and mea⁑¥remen⁑ s⁑andard⁑, and har e⁑⁑Λng ra da⁑a fr m sch l dΛ⁑⁑rΛc⁑ s ¥rce⁑. The sec nd sec⁑Λ n f the paper dΛ⁑c¥⁑⁑e⁑ the HLM

PUB DATE- 95
NOTE- 201p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- D c½men∷ N ∷ A aΛlable fr m EDRS.
PUB TYPE- B k∷ (010),C llec∷ed W rk∷ - General (020),Te∷∷,
Q½e∷∷Λ nnaΛre∷, E al½a∷Λ n In∷∷r½men∷∷ (160)
DESCRIPTORS- AdmΛnΛ∷∷ra∷Λ e Change; AdmΛnΛ∷∷ra∷Λ e OrganΛΛa∷Λ n;
Change S∷ra∷egΛe∷; Ed½ca∷Λ nal A∷∷e∷∷men∷; Emp ermen∷;
G ernance; *HΛgher Ed½ca∷Λ n; *Managemen∷ SQ∷∷em∷;
OrganΛΛa∷Λ nal Change; O½∷c me∷ f Ed½ca∷Λ n; Q½alΛ∷Q CΛrcle∷;
*Q½alΛ∷Q C n∷r l; *T ∷al Q½alΛ∷Q Managemen∷
IDENTIFIERS- H ½∷∷ n C mm½nΛ∷Q C llege SQ∷∷em TX; T Q ∷a;
UnΛ er∷Λ∷Q f MΛnne∷ ∷a

The 11 e∷∷aQ∷ in thΛ∷ b k addre∷∷ the i∷∷½e f he∷her t ∷al q½alΛ∷Q managemen∷ a∷ in∷∷Λ∷½∷Λ n∷ f hΛgher learnΛng ffer∷ the same benefΛ∷∷ and pr mΛ∷e∷ a∷ i∷ d e∷ in ∷her sec∷ r∷. TΛ∷le∷ incl½de: (1) "T ard an Under∷∷andΛng f T ∷al Q½alΛ∷Q Managemen∷: I∷∷ Rele ance and C n∷rΛb½∷Λ n t HΛgher Ed½ca∷Λ n" (R nald R. SΛm∷ and SerbrenΛa J. SΛm∷); (2) "HΛgher Ed½ca∷Λ n and T ∷al Q½alΛ∷Q Managemen∷: TakΛng Le∷∷ n∷ fr m G ernmen∷ and B½∷Λne∷∷ Ven∷½re∷" (L Λ∷ A. Wa∷er∷); (3) "T ∷al Q½alΛ∷Q Managemen∷ in HΛgher Ed½ca∷Λ n: Opp r∷½nΛ∷Λe∷ and Ob∷∷acle∷" (GarQ B n ΛllΛan and TerrQ L. DennΛ∷); (4) "ImpedΛmen∷∷ T O erc me if AcademΛa I∷ G Λng t S½cce∷∷f½llQ Embrace T ∷al Q½alΛ∷Q Managemen∷" (Wal∷er J. Whea∷leQ); (5) "The Camp½∷ AdmΛnΛ∷∷ra∷Λ e Impr emen∷ Pr gram" (AnnΛe B. W lrΛdge); (6) "Q½alΛ∷Q in HΛgher Ed½ca∷Λ n: A Ca∷e S∷½dQ f the R ad t T ∷al Q½alΛ∷Q Ser Λce in the H ½∷∷ n C mm½nΛ∷Q C llege SQ∷∷em" (MarcΛa Ed ard∷ HardneQ); (7) "A R ∷e bQ AnQ O∷her Name: ApplQΛng T ∷al Q½alΛ∷Q Managemen∷ t HΛgher Ed½ca∷Λ n" (S½Λe∷∷e M. JelΛnek and ∷her∷); (8) "H t Impr e S∷½den∷ O½∷c me∷ in HΛgher Ed½ca∷Λ n bQ ApplQΛng T ∷al Q½alΛ∷Q Managemen∷ T l∷" (SerbrenΛa J. SΛm∷); (9) "EngagΛng Fac½l∷Q in C n∷Λn½ ½∷ Impr emen∷ and Change InΛ∷Λa∷Λ e∷" (S½∷an We∷∷ EngelkemeQer); (10) "Pr ce∷∷ Impr emen∷ a∷ the Carl∷ n Sch l f Managemen∷, UnΛ er∷Λ∷Q f MΛnne∷ ∷a: A Ca∷e S∷½dQ" (D nald R. Bell); and (11) "DedΛca∷Λ n t KaΛΛen: Emp ermen∷ in an OrganΛΛa∷Λ n Beha Λ r Cla∷∷r m and in T Q ∷a M ∷ r Man½fac∷½rΛng" (Kenne∷h L. M½rrell, WΛllΛam J. Ea∷dale, and Lap T. T n). (S me selec∷Λ n∷ c n∷aΛn reference∷ and a bΛblΛ graphQ c n∷aΛn∷ 38 reference∷.) (CH)

ED 408 889 HE 030 205

L nd n, Man½el
AchΛe Λng Perf rmance E¤cellence in UnΛ er∷Λ∷Q AdmΛnΛ∷∷ra∷Λ n. A Team Appr ach t OrganΛΛa∷Λ nal Change and Empl Qee De el pmen∷.
PUB DATE- 95
NOTE- 272p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- D c½men∷ N ∷ A aΛlable fr m EDRS.
PUB TYPE- B k∷ (010),C llec∷ed W rk∷ - General (020),Rep r∷∷ -
De∷crΛp∷Λ e (Pr gram/Pr jec∷ De∷crΛp∷Λ n∷) (141)
DESCRIPTORS- *AdmΛnΛ∷∷ra∷Λ e Change; AdmΛnΛ∷∷ra∷Λ e P lΛcQ;
AdmΛnΛ∷∷ra∷Λ e Pr blem∷; Change Agen∷∷; *Change S∷ra∷egΛe∷;
*C llege AdmΛnΛ∷∷ra∷Λ n; C llege Pre∷Λden∷∷; Enr llmen∷
Managemen∷; FacΛlΛ∷Q PlannΛng; FΛnancΛal A½dΛ∷∷; FΛnancΛal
P lΛcQ; HΛgher Ed½ca∷Λ n; H½man Re∷ ½rce∷; Inn a∷Λ n;
In∷∷Λ∷½∷Λ nal MΛ∷∷Λ n; Lab r F rce De el pmen∷; *Leader∷hΛp
Q½alΛ∷Λe∷; Managemen∷ bQ Objec∷Λ e∷; *OrganΛΛa∷Λ nal Change;
Par∷ΛcΛpa∷Λ e DecΛ∷Λ n MakΛng; P lΛcQ F rma∷Λ n; *S∷aff
De el pmen∷; S∷a∷e UnΛ er∷Λ∷Λe∷; TeamÑ rk

ThΛ∷ b k u∷e∷ the e¤perΛence∷ f a large s∷a∷e re∷earch unΛ er∷Λ∷Q er the pa∷∷ 5 Qear∷ t ill½∷∷ra∷e prΛncΛple∷ t increases than gaining eligibility; (2) the major factor affecting changes in students' EFC from 1992-93 to 1993-94 was the change in the need analysis rules and not changes in the students' circumstances; (3) the group of students most adversely affected by the change in the need analysis rules were independent students without dependents; (4) students' probability of reapplying for aid was not related to rules changes; and (5) the changes did not impact students' educational behavior. Appended are the survey instrument and a breakdown of responses. (JLS)

ED 408 907 HE 030 248

Bennett, Michael J.
When Dreams Came True: The GI Bill and the Making of Modern America.
PUB DATE- 96
NOTE- 335p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- Academic Aspiration; American Dream; Change Agents; Educational Change; *Educational History; Federal Aid; *Federal Legislation; Grants; Higher Education; Military Personnel; *Social Change; *Social History; *Student Financial Aid; United States History; *Veterans; World War II
IDENTIFIERS- *G I Bill

This history of the GI Bill of Rights, enacted in 1944, describes how its provisions affected 16 million veterans. The legislative history of the Bill reflects how support and criticism grew from the various political views in Congress and the nation during and immediately after World War II. Through the GI Bill, 7.8 million veterans received education benefits and 8.5 received unemployment assistance. The Bill also provided access to low interest mortgages and thus helped spur the growth of suburbs. The growth of the American middle class was stimulated by the economic growth related to the Second World War, and by the education and housing provisions of the GI Bill. In 1942, 213,000 college degrees were conferred and in 1951, 454,000. In less than a decade, the number of graduates more than doubled and the number of new two- and four-year colleges increased by 10 percent. The GI Bill impacted higher education in other ways, including greater student diversity and more social integration. The impacts of the initial GI Bill and its successors extended beyond educational access and into modern American society. (Individual chapters contain references.) (JLS)

ED 408 908 HE 030 250

Alternative Diversity Criteria: Analyses and Recommendations. A Report by Advisory Committee on Criteria for Diversity.
PUB DATE- Jan 97
NOTE- 721p.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Admission Criteria; *Affirmative Action; College Admission; College Entrance Examinations; College Role; Compliance (Legal); Court Litigation; Cultural Differences; Disadvantaged Youth; *Diversity (Student); Economically Disadvantaged; *Educational Policy; Ethnicity; Higher Education; Minority Groups; Political

PUB DATE- 97
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Comparative Education; *Cross Cultural Studies; *Educational History; *Elementary Education; Foreign Countries; *Foundations of Education; Higher Education; Interaction; *International Cooperation; International Educational Exchange; International Organizations; International Programs; Philanthropic Foundations; Seminars
IDENTIFIERS- *China

This volume traces the history of a collaboration between the Carnegie Foundation for the Advancement of Teaching and China's National Center for Education Development Research. The collaboration, which began in 1988, was initiated to conduct a comparative study of education in the two countries through information exchanges and seminars. Initially, it focused on five major themes: autonomy and accountability, diversity, localization, curriculum, and quality and assessment. In 1992, two other areas of inquiry were added: reform of primary education and development of higher education in relation to technology. The book traces the history and accomplishments of the collaboration. In separate sections the book reviews the mission and functions of both the Carnegie Foundation and the National Center and the beginning of the partnership; notes the highlights, scope, and nature of the exchange activities from 1988 through 1997; describes a community college program; and assesses the impact of the exchange. Also included is a tribute to the late Dr. Ernest L. Boyer; suggestions for future American-Chinese exchanges; and a look toward the next century. Appendixes include a list of delegates to the yearly exchanges, and copies of the original 1988 agreement and the 1992 agreement which extended the collaboration. (CH)

ED 408 927 HE 030 272

Sandler, Bernice Resnick; Hoffman, Ellen
Teaching Faculty Members To Be Better Teachers. A Guide to Equitable and Effective Classroom Techniques.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Feb 92
NOTE- 21p.; A companion videotape, also part of the program, is not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Classroom Techniques; *College Faculty; *College Instruction; Educational Strategies; Females; Higher Education; Inservice Teacher Education; Instructional Materials; Role Playing; *Sex Bias; Sex Fairness; Sex Stereotypes; Sexism in Language; Teacher Effectiveness; *Teacher Workshops; Teaching Guides; Teaching Methods

This guide is intended to be used with a videotape in conducting a campus workshop for faculty on equitable and effective teaching techniques. Part 1 of the material covers the minutiae of conducting a campus workshop such as planning, location, schedule, handouts, facilitator, step-by-step instructions, and evaluation. Included are a sample invitation letter, checklists of the materials needed for the workshop, a list of section of the neighborhood and black children from the "projects." These children had no interaction other than their daily coexistence in school and the challenge became to use the "Our Town" program and note any similarities and differences between the outcomes of the suburban and urban student populations. Student exercises included discussing what a city is, brainstorming a list of buildings, planning the design, and developing models of buildings. For the suburban children, this was a fantasy, and a chance to role play and control an environment which is unusual to them. The urban children took control from the outset, working as a team, while the suburban children insisted on working alone. An illustration of cooperative learning, the urban example demonstrated a working knowledge of the concepts of a community and its connection with the classroom while the suburban example illustrated the common classroom emphasis on individuality, invention, and product. (AEF)

ED 408 944 IR 018 357

Mokhtar, Fattawi B.
The Effects of Dubbing Versus Subtitling of Television Programs.
PUB DATE- Jan 97
NOTE- 11p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; Audiovisual Instruction; College Students; Comparative Analysis; Comprehension; *Educational Television; Foreign Countries; Higher Education; *Language Processing; Programming (Broadcast); Second Languages; *Television Viewing; *Translation; Use Studies
IDENTIFIERS- *Dubbing; *Subtitles (Television); Universiti Sains Malaysia

The purpose of this study was to investigate viewers' knowledge of program content under various television translation modes and viewing experiences. Subjects were 176 students from the Center for Matriculation Program, Universiti Sains Malaysia in Penang, Malaysia. The Spanish version of an instructional television program was used; the program was translated into Malay using dubbing and subtitling. Subjects were randomly assigned into 4 groups of 44 subjects each. The study examined differences in viewers' knowledge of content in programs with and without translation, and for the translated program, differences in content knowledge among viewers who watched the programs under single viewing and repeated viewing conditions. Findings indicated the following: (1) students who viewed the program without translation had significantly lower scores on a multiple-choice test compared to those who viewed the same program in translations, both under single and repeated viewing conditions; (2) under single viewings of translated instructional television, translation modes did not contribute to any differences in knowledge of program content, however, under repeated viewings, translation in dubbing and subtitles without sound helped viewers to acquire more knowledge on content than translation in subtitles with sound; (3) repeated viewings appeared to significantly help viewers to acquire more knowledge on program content than single viewings, however, effects of repeated viewings were not consistent in all translation modes; and (4) interactions between translation approach (meaning). Final evaluation of the course suggested that it was a very satisfying experience for the students. Some of the outcomes gained through the exploration of mapping included: the development of visual literacy skills, including an ability to read symbols and layer information; an increase in knowledge pertaining to the origins and use of remote sensing data; and continued development of an aesthetic eye in the creation of unique works of art. (AEF)

ED 408 962 IR 018 375

Akintunde, Omowale
Light Skinned with Good Hair: The Role of the Media and Christianity in the Maintenance of Self-Hatred in African Americans.
PUB DATE- Jan 97
NOTE- 9p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinion Papers/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Values; *Blacks; Christianity; *Mass Media Effects; Mass Media Role; Physical Attractiveness; Racial Bias; Racial Differences; Religious Factors; *Self Concept; *Self Esteem; Social Cognition; Social Influences
IDENTIFIERS- *African Americans; Hairstyles; Skin Color

This paper explores how feelings of self-hatred in African Americans are perpetuated through media and the standard physical and ideological manifestations of Christianity. The notion that skin that is closer to white and hair that is closer to white are both more desirable attributes is a dominant theme underlying the African American experience. The implications of such a notion (being African American is unattractive) cannot survive as a singular pejorative idea; it must be reinforced from every possible social milieu. Yet most African Americans deny or are at least unaware on a conscious level of the impact of their perceptions of these phenomena on the formulation of their self-image. The consequences of such pervasive beliefs erect a social, psychological, and cultural construct which leads African Americans to believe they are inferior by virtue of their birth. Examples include: (1) in film and music videos, the concept of the white female as more desirable is perpetuated, so that African American women spend millions of dollars each year on products to make them look like white women; (2) in a study of four-year old African American girls, researchers found that there was a clear majority preference for white dolls; (3) African American comedy as evidenced on television is also replete with self-deprecation and with black audiences who laugh at it; (4) feelings of self-hatred perpetuated and ensconced in the standard physical and ideological manifestations of Christianity, through images of a white God. Until racially biased images are eliminated, the notion that all humans are not equal will persist. (AEF)

ED 408 963 IR 018 376

Christopherson, Jerry T.
The Growing Need for Visual Literacy at the University.
PUB DATE- Jan 97

(150)
DESCRIPTORS- *Autobiographies; Childhood Needs; *Early Experience; *Life Events; Mental Health; Narration; Oral Tradition; *Personal Narratives; Psychotherapy; Reminiscence; *Story Telling

Over the years many different psychologists and psychoanalysts have found value in the concept of the self-narrative, or the "life story." Narrative thought demands an appreciation of the particulars of time and place and a focus on multidimensional understanding of events, people, emotion, and motivation. By using the life story or self-narrative, one can explore the past, examine its effects on the present, and determine how lessons learned can be related to planning for the future. Writing one's life story gives spaciotemporal structure to the separate events and expectations by sequencing and determining relevance. Individuals often identify a "life theme"--affective and motivational characteristics, values, beliefs, and interpretations of events that are repeatedly played out in the interactions in a person's life. As stories are retold (in psychotherapy sessions, for example), they undergo changes because people use earlier versions to revise experiences and allow alterations in how they interpret events. By introducing these ideas to children as they learn about stories and storytelling, "re-visioning" experiences could deconstruct dysfunctional ideas before they become too ingrained in their behavioral road, making change of direction more difficult. Edutainment options from "Choose Your Own Adventure" books and video or computer games that drive home the consequences of decisions and give children opportunities to revise their story and improve their choices is one way to incorporate the art of story re-telling. (Contains 24 references.) (AEF/BEW)

ED 408 981 IR 018 394

Conning, Carmela A.; Cook, Jeannie
Celebrating Cody: An Opportunity To Present a Visual History.
PUB DATE- Jan 97
NOTE- 4p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Archives; Community Characteristics; *Community Coordination; Community Involvement; Community Services; Information Sources; *Local History; *Program Development; *Visual Aids
IDENTIFIERS- *Commemorative Events; Commemorative Publications; Visual Displays; Web Sites; *Wyoming (Cody)

This paper summarizes the various visually-oriented and informational projects that were developed to enhance the celebration of the 100th anniversary of the founding of the town of Cody (Wyoming). Some of the projects that were developed included: (1) a slide show presentation detailing Cody's growth from 1896 to the 1920s; (2) a pictorial history of the town; (3) a tapestry displaying several buildings important to local history; (4) a centennial calendar using old photographs of the town and of Colonel William F. Cody and his family; (5) weekly photographs and stories published in the local newspaper; (6) assorted pictorial exhibits; (7) display cases and panels filled with appropriate materials at the Park

The Electronic Presentation: A Status Report of International Use.
PUB DATE- Jan 97
NOTE- 10p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business; Comparative Analysis; Computer Software; Corporations; Foreign Countries; Teaching Methods; Use Studies; *Users (Information)
IDENTIFIERS- *Electronic Media; *Presentation Mode; Sweden; United States

This paper describes how electronic presentations are currently used by business people. Business people in the United States and Sweden were surveyed to determine how they are using the medium. A questionnaire was mailed to 506 business people in the United States (201 returned) and to 80 business people in Sweden (76 returned). Results are discussed in terms of gender use of the medium; frequency of use; age of electronic presenters; size of companies using the medium; reasons for using electronic presentations; length of presentation; and media preference. More men than women were found to give business presentations and one to five presentations per month was the average response. The major users of electronic presentations in the United States were found to be in the 36-45 age group, while Swedish users were in the 25-35 age group. Electronic presentations were found in both countries to be most heavily used in medium-sized companies. The most popular electronic presentation is shown to an audience of less than 25 people, with a liquid crystal display and an overhead projector, using Microsoft PowerPoint software. The complete questionnaire results are appended. (AEF)

ED 409 000 IR 018 414

Sorensen, Chris; And Others
Iowa Distance Education Alliance. Preliminary Evaluation Report, October 1995-May 1996.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 96
NOTE- 286p.; For an earlier project evaluation, see ED 389 039.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Mediated Communication; Data Analysis; *Distance Education; *Educational Technology; Elementary Secondary Education; Evaluation Criteria; Grants; Higher Education; *Interactive Video; Partnerships in Education; Professional Development; Program Evaluation; *State Programs; Training
IDENTIFIERS- *Fiber Optics; *Iowa; Star Schools; Technology Integration

In 1992 and 1995, Iowa received statewide Star Schools grants to demonstrate the use of fiber-optic technology to provide live, two-way, full-motion interaction which allows greater levels of interaction than previous forms of distance instruction. The grants allowed the state to equip over 100 fully interactive video classrooms in community colleges, universities, and K-12 schools. This report summarizes evaluation data for the Iowa Project from October, 1995 through

Interinstitutional Serials Cooperation at the SUNY Centers" (Suzanne Fedunok); (9) "Scientific Journal Usage in a Large University Library: A Local Citation Analysis" (William Loughner); (10) "Plugged-In-Jell-O (TM): Taught or Caught" (Esther Green Bierbaum); (11) "CONSER: A Member's Perspective of an Evolving Program" (Martha Hruska); (12) "A Client-Server Serials Control System for Staff and Public Access Functions" (Mary C. Schlembach and William H. Mischo); (13) "Electronic "Keyboard Pals": Mentoring the Electronic Way" (Kathryn Luther Henderson); (14) "The BUBL Information Service" (Joanne Gold); (15) "Serial Sources on the Web" (Jeanne M. K. Boydston); (16) "Starting a Journal on the World Wide Web" (Nancy De Sa); (17) "New Challenges for Technical Services in the 21st Century" (Nancy L. Eaton); and (18) "Not Just E-Journals: Providing and Maintaining Access to Serials and Serial Information Through the World-Wide Web" (Robert D. Cameron). (SWC)

ED 409 017 IR 056 409

Owens, Genevieve S., Ed.
Electronic Resources: Implications for Collection Management.
PUB DATE- 96
NOTE- 92p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Change Agents; Electronic Journals; *Electronic Libraries; Electronic Publishing; Futures (of Society); Government Publications; *Information Management; Library Acquisition; Library Collection Development; *Library Collections; Library Funding; *Library Material Selection; Library Networks; Library Services; Shared Library Resources; Technological Advancement; Users (Information)
IDENTIFIERS- Barriers to Change

This book shows librarians the strengths and weaknesses of electronic resources and the implications these resources have on collection management. It helps librarians incorporate electronic resources into their collections. The book examines the history of electronic resources in document collections and analyzes the gains and losses libraries can expect to experience in an increasingly digital environment. The book consists of seven chapters: (1) "Introduction" (Genevieve S. Owens); (2) "Electronic Resources and Budgeting: Funding at the Edge" (B. J. Johnston and Victoria Wiese); (3) "Managing Electronic Resources: Public Service Considerations in a Technology Environment" (Wilbur Stolt); (4) "Journal Accessibility Factor: An Examination of Serials Value from the Standpoint of Access and Delivery" (Tim Collins and Beth Howell); (5) "U.S. Government Documents in the Electronic Era: Problems and Promise" (Katrina Stierholz); (6) "Electronic Resources: A New Set of Questions for Resource Sharing Efforts" (Donald B. Simpson); and (7) "Trade-offs for Now: The Pros and Cons of the Electronic Library" (Frederick C. Lynden). (SWC)

ED 409 018 IR 056 410

Fidelman, Miles R.
All-Out Internet Access: The Cambridge Public Library Model. Technology Trailblazers Series.
PUB DATE- 97
NOTE- 105p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

NOTE- 29p.; Eleven tables are printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; Evaluation Criteria; Instructional Effectiveness; *Organizational Objectives; *School Effectiveness; *Self Evaluation (Groups); Tables (Data); Two Year Colleges
IDENTIFIERS- Pensacola Junior College FL

In spring 1996, Florida's Pensacola Junior College (PJC) undertook the fourth assessment of institutional effectiveness using an assessment plan developed between 1990 and 1993. Outcomes were examined for the 1995-96 academic year with respect to the 51 goals, 147 objectives, and 253 indicators of effectiveness identified by the assessment plan in 16 functional areas. Area supervisors were requested to report on at least one objective and one indicator for each of the goals. Results of the process included the following: (1) 97 of the 253 indicators were selected to be reported for 1995-96, although with multiple reports for some indicators a total of 233 indicator reports were received; (2) 90.1% (n=210) of the indicators were shown to have been fully met in terms of designated levels of performance; and (3) indicators that did not meet standards included increasing annual student contacts by 2%, correctly placing 90% of first-time in college students, achieving a 5% annual increase in students, and including grade distributions in faculty evaluations. It was concluded that the central mission of the college was affirmed by the results of the assessment and it was recommended that the assessment be continued in 1996-97; that the number of indicators be increased with special emphasis on those indicators that relate to outcome productivity measures rather than measures of internal processes. Tables showing outcomes by indicator and indicators that were not reported are included. (HAA)

ED 409 036 JC 970 311

Pensacola Junior College Institutional Effectiveness Assessment Handbook, 1996-1997. Year 5.
PUB DATE- 97
NOTE- 71p.; Five pages are printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Outcomes Assessment; Community Colleges; Evaluation Criteria; Evaluation Methods; Guides; Institutional Mission; *Organizational Objectives; School Effectiveness; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- Pensacola Junior College FL

As part of the institutional assessment plan at Florida's Pensacola Junior College (PJC), unit supervisors complete reports on one or more indicators of effectiveness related to 51 goals in 16 functional areas. This handbook provides a guide for completing unit reports for the 1996-97 assessment cycle. Following an introduction describing the purpose of assessment at PJC, the responsibilities of functional area leaders are described and the titles of leaders are provided for each area. Next, lists of personnel are provided in the institutional effectiveness assessment units for academic departments at PJC's four campuses, instructional and support services, and full-time equivalent (FTE) students and credit and noncredit FTE students. Staffing is then addressed, presenting data on credit FTE students per FTE staff, unduplicated student headcount per FTE staff, and FTE staff and part-time staff as a percentage of FTE staff. Next, selected ratios showing staffing patterns, service areas, appropriations, space and scholarships per student, and budgetary and physical plant information are provided. Finally, data are provided on student characteristics for the national sample, multi-college districts, and the peer groups. Appendixes provide additional information on methodology, the questionnaire, a list of participating colleges/peer groups, and a user's survey for rating the report. (BCY)

ED 409 054 JC 970 370

Dickmeyer, Nathan; Meeker, Bradley
Comparative Financial Statistics for Public Two-Year Colleges: FY 1994 National Sample.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; Association of Community Coll. Trustees, Annandale, Va.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 47p.; For a related report, see JC 970 369.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Budgets; Community Colleges; Comparative Analysis; *Educational Finance; Enrollment; *Expenditure per Student; Expenditures; *Instructional Student Costs; National Norms; National Surveys; *Public Colleges; Questionnaires; School Personnel; School Statistics; Statistical Analysis; *Student Characteristics; Tables (Data); Teacher Student Ratio; Trend Analysis; *Two Year Colleges

Based on responses by 427 public two-year colleges in the United States to a survey, this report provides comparative financial information for fiscal year 1993-94. The report provides space for colleges to compare their institutional statistics with national sample medians, quartile data for the national sample, and tables and graphs of findings. The first section presents background information on the annual study of two-year college finances, discussing objectives of the study and the potential uses of findings. The second section reviews limitations of the study and explains the study methodology, including a section attempting to dispel the myth of the "typical" institution and sections on calculations; interpretation of proportions, medians, and quartiles; means; and definitions of terms. Following a table showing participation by state and region, the next sections present national data on revenues per credit full-time equivalent (FTE) student and expenditures per credit FTE student, including selected expenditure ratios. Finally, data are provided on the number of credit FTE students per FTE staff and part-time FTE staff; student characteristics (i.e., credit units enrolled, hours attended, and class level); and mean class size. Appendixes include a list of participating colleges and their peer group classification and a user's survey for rating the report. (HAA)

ED 409 055 JC 970 371

Meeker, Bradley

timeline are attached. (BCY)

ED 409 073 JC 970 392

Gillett-Karam, Rosemary; And Others
Administrators in North Carolina Community Colleges: A Comparative Study by Gender. Preliminary Report.
PUB DATE- May 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Tests/Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; *Community Colleges; Comparative Analysis; *Job Satisfaction; Promotion (Occupational); Salaries; *Sex Differences; State Surveys; Two Year Colleges
IDENTIFIERS- North Carolina

As part of a study of the advancement and support of women in administrative positions at institutions of higher education in North Carolina, administrators at the state's community colleges were surveyed in 1996 to determine their characteristics, satisfaction with their careers, and experiences with respect to obstacles and mentors. Surveys were sent to 1,140 administrators, including all 58 presidents, all 258 senior administrators, and samples of managers and non-teaching professionals. Study results, based on an employee database maintained by the state system and responses from 50.4% (n=575) of the employees surveyed, included the following: (1) as of October 1996, 2 of the 58 college presidents and 31.3% of 243 senior administrators were women; (2) among survey respondents, 86% of the women and 85% of the men were Caucasian; (3) 90% of the men were married at the time of the survey, compared to 70% of the women; (4) both male and female respondents were satisfied with their positions, with both groups citing the challenge as the most significant source of job satisfaction; (5) women were more likely than men to cite salary and opportunities for advancement as sources of dissatisfaction; and (6) 52.2% of the women agreed that gender was a barrier to career advancement, while 80% of the men disagreed. The survey instrument is appended. (BCY)

ED 409 074 PS 023 912

Head Start in Minnesota. Report to the Legislature.
PUB DATE- Jan 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; *Child Welfare; Childhood Needs; Children; Disabilities; Educational Objectives; Educational Strategies; Family Health; Family Programs; Federal Legislation; *Federal Programs; *Financial Support; Grants; Health Needs; Health Services; High Risk Students; Parent Participation; Preschool Education; Program Budgeting; *Program Descriptions; Program Effectiveness; Resource Allocation; Social Services; *State Programs
IDENTIFIERS- CDA; Child Development Associate; Family Support; *Minnesota; *Project Head Start

This report to the Minnesota legislature examines children and their families who participated in the Head Start program during 1993-1994, and summarizes information on the following

A kΛndergar::en teacher s ¥gh:: t redΛrec:: vΛ len:: and aggre:::Λ e plaQ in her cla:::r m. N ::ΛcΛng tha:: m ::: f the aggre:::Λ e ac::: came fr m a par::Λc¥lar gr ¥p f b Q:: h plaQed ar-lΛke game::, she began daΛlQ dΛ::c¥:::Λ n:: Λ::h the 24 kΛndergar::en chΛldren ab ¥:: theΛr free plaQ in an eff r:: t s¥bd¥e aggre:::Λ e and vΛ len:: plaQ. T c ¥n::er image:: f tele Λ::Λ n p lΛce sh :: tha:: depΛc::ed cha::Λng and sh ::Λng, the teacher br ¥gh:: in a p lΛce ffΛcer t e¤plaΛn the manQ d¥::Λe:: f the p lΛce. A s¥r eQ f the paren::: f 18 f the chΛldren indΛca::ed tha:: m ::: f the chΛldren preferred t a::ch tele Λ::Λ n in theΛr free tΛme, tha:: 22 percen:: plaQed vΛde game::, tha:: 50 percen:: plaQed Λ::h ac::Λ n fΛg¥re::, and tha:: 22 percen:: had t Q eap n::. Af::er se eral eek:: f redΛrec::Λng the chΛldren':: plaQ, the teacher b::er ed le::: aggre:::Λ e and vΛ len:: plaQ in the cla:::r m. (MDM)

ED 409 093 PS 025 509

DerrΛng:: n, Tale::ha; And O::her::
E¤pl rΛng Paren::al Infl¥ence:: n ChΛldren':: Pr blem-S l Λng SkΛll::.
PUB DATE- Apr 97
NOTE- 23p.; Paper pre::en::ed a:: the BΛennΛal Mee::Λng f the S cΛe::Q f r Re::earch in ChΛld De el pmen:: (62nd, Wa::hΛng:: n, DC, AprΛl 3-6, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P :::age.
PUB TYPE- Rep r::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Cla:::ΛfΛca::Λ n; Ded¥c::Λ n; Feedback; Me::ac gnΛ::Λ n; *Paren:: ChΛld Rela::Λ n::hΛp; *Paren::: a:: Teacher::; PlannΛng; *Pre::ch l ChΛldren; Pre::ch l Ed¥ca::Λ n; *Pr blem S l Λng; TeachΛng Me::h d::; TeachΛng S::Qle::

ThΛ:: s::¥dQ e¤amΛned the impac:: f dΛfferen:: s::Qle:: f paren::al c mm¥nΛca::Λ n and teachΛng n chΛldren':: pr blem s l Λng, f c¥::Λng n h paren::al teachΛng and c mm¥nΛca::Λ n s::Qle:: affec::ed chΛldren':: perf rmance n f ¥r pr blem-:: l Λng game:: in l Λng ded¥c::Λ n/ca::eg rΛΛa::Λ n and plannΛng. ThΛr::Q-:: chΛldren age:: 4 and 5 Qear:: and theΛr famΛlΛe:: fr m ar ¥nd the i::land f Oah¥, Ha aΛΛ, par::ΛcΛpa::ed in the s::¥dQ. VΛde ::aped h me vΛ::Λ::: c n::Λ:::ed f an indΛ Λd¥al-plaQ pre::e:::, a paren::-par::ner pha::e, and an indΛ Λd¥al-plaQ p :::::e:::. The chΛldren plaQed ne ded¥c::Λ n/ca::eg rΛΛa::Λ n and ne plannΛng game Λ::h theΛr paren:::. The s::¥dQ f ¥nd tha:: a:: paren::al me::ac gnΛ::Λ n in:::r¥c::Λ n and s::ra::egΛc e¤plana::Λ n increa::ed, s dΛd chΛldren':: p :::::e::: sc re:: c mpared t theΛr pre::e::: sc re::. Paren::: e¤hΛbΛ::ed m re me::ac gnΛ::Λ e in:::r¥c::Λ n and p ::Λ::Λ e feedback n plannΛng game:: than n ded¥c::Λ n/ca::eg rΛΛa::Λ n game::. On the arrangemen:: plannΛng game::, erall pedag gΛcal in::erac::Λ n:: ere imp r::an::, b¥:: n ne f the specΛfΛc s::Qle:: a:: indΛ Λd¥allQ imp r::an::. (MDM)

ED 409 094 PS 025 510

H¥ffman, PrΛ::cΛlla D.
A::-RΛ::k KΛndergar::en Pr gram E al¥a::Λ n: A FΛnal Rep r::.
PUB DATE- Feb 97
NOTE- 63p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC03 Pl¥:: P :::age.
PUB TYPE- Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141),Te:::, Q¥e:::Λ nnaΛre::, E al¥a::Λ n In:::r¥men::: (160)
DESCRIPTORS- DΛ er::Λ::Q (S::¥den::); *EarlQ In::er en::Λ n; *HΛgh RΛ::k S::¥den:::; In:::r¥c::Λ nal Effec::Λ ene:::; *KΛndergar::en;

f braΛn s∷rƔc∷Ɣre and fƔnc∷Λ n (r f heredΛ∷Q and en Λr nmen∷), and lef∷ braΛn/rΛgh∷ braΛn learnΛng. The paper ne∷∷ e¤pl re∷ imp r∷an∷ pr gram∷ and c n∷rΛbƔ∷ r∷ t the inc rp ra∷Λ n f braΛn re∷earch in∷ earlQ chΛldh d edƔca∷Λ n, inclƔdΛng CaΛne and CaΛne'∷ (1995) DrQ Creek Elemen∷arQ in RΛ LΛnda, CalΛf rnΛa, and BlQ∷he and Gardner'∷ (1990) Pr jec∷ Spec∷rƔm, ba∷ed n hΛ∷   rk Λ∷h mƔl∷Λple in∷ellΛgence∷. The paper c nclƔde∷ Λ∷h a sQn∷he∷Λ∷ and analQ∷Λ∷ f braΛn re∷earch'∷ rela∷Λ n∷hΛp t earlQ chΛldh d edƔca∷Λ n, inclƔdΛng braΛn-ba∷ed learnΛng, and Λ∷h a se∷ f rec mmenda∷Λ n∷ f r edƔca∷ r∷. C n∷aΛn∷ 28 reference∷. (EV)

ED 409 111   PS 025 598

Sal m n, A.; S∷r bel, M. G.
L nelΛne∷∷ and SƔpp r∷ in ChΛldren Aged 9 t 13.
PUB DATE- AƔg 96
NOTE- 18p.; Paper pre∷en∷ed a∷ the BΛennΛal Mee∷Λng∷ f the In∷erna∷Λ nal S cΛe∷Q f r the S∷ƔdQ f Beha Λ ral De el pmen∷ (14∷h, QƔebec CΛ∷Q, QƔebec, Canada, AƔgƔ∷∷ 12-16, 1996).
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 PlƔ∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - Re∷earch/TechnΛcal (143),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- AcademΛc AchΛe emen∷; AdjƔ∷∷men∷ (∷ En Λr nmen∷); Elemen∷arQ EdƔca∷Λ n; F reΛgn C Ɣn∷rΛe∷; *Help SeekΛng; *L nelΛne∷∷; Peer Gr Ɣp∷; Peer Rela∷Λ n∷hΛp; *Pread le∷cen∷∷; Rejec∷Λ n (P∷Qch l gQ); Se¤ DΛfference∷; S cΛal AdjƔ∷∷men∷; *S cΛal SƔpp r∷ Gr Ɣp∷; S cΛ ec n mΛc InflƔence∷
IDENTIFIERS- QƔebec (M n∷real)

ThΛ∷ s∷ƔdQ e¤amΛned l nelΛne∷∷, s cΛal sƔpp r∷, and help-∷eekΛng beha Λ r in chΛldren, age∷ 9 t 13. Par∷ΛcΛpa∷Λng ere 330 f Ɣr∷h t sΛ¤∷h grader∷ fr m mΛddle and l   inc me famΛlΛe∷ fr m the M n∷real, Canada regΛ n, h c mple∷ed t qƔe∷∷Λ nnaΛre∷ mea∷ƔrΛng feelΛng∷ f l nelΛne∷∷ and s cΛal dΛ∷∷a∷Λ∷fac∷Λ n and help-∷eekΛng. Independen∷ varΛable∷ ere se¤, sch l perf rmance, and s cΛ ec n mΛc s∷a∷Ɣ∷ (SES). The re∷Ɣl∷∷ indΛca∷ed tha∷ chΛldren Λ∷h l er sch l perf rmance ere sΛgnΛfΛcan∷lQ m re l nelQ than chΛldren Λ∷h hΛgher sch l perf rmance, and m re par∷ΛcƔlarlQ e¤pre∷∷ed feelΛng∷ f rejec∷Λ n and i∷ la∷Λ n. Se¤ and SES had n effec∷ n the l nelΛne∷∷ sc re. H e er, the pre∷ence f s cΛal sƔpp r∷ and help-∷eekΛng beha Λ r ere inflƔenced par∷ΛcƔlarlQ bQ se¤ and sch l perf rmance, and t a le∷∷er degree, bQ SES. GΛrl∷ s Ɣgh∷ help m re than b Q∷ f r all the pr blem sΛ∷Ɣa∷Λ n∷ enc Ɣn∷ered and s Ɣgh∷ m re f∷en the em ∷Λ nal and inf rma∷Λ n tQpe f sƔpp r∷ dƔrΛng hΛch theQ appealed t the nƔclear famΛlQ and t frΛend∷. L -perf rmΛng chΛldren n the h le s Ɣgh∷ a∷ mƔch help a∷ hΛgh-perf rmΛng chΛldren, e¤cep∷ f r t em ∷Λ nal sΛ∷Ɣa∷Λ n∷ rela∷ed t c nfΛdΛng a pr blem in s me ne and hen the chΛld a∷ sad. Se¤, sch l perf rmance, and SES al∷ de∷ermΛned the rela∷Λ e imp r∷ance f dΛfferen∷ s Ɣrce∷ f sƔpp r∷, nƔclear famΛlQ, e¤∷ended famΛlQ, frΛend∷, and anΛmal∷. The nƔclear famΛlQ a∷ s Ɣgh∷ Ɣ∷ fΛr∷∷ f r inf rma∷Λ nal sƔpp r∷, bef re em ∷Λ nal sƔpp r∷. (C n∷aΛn∷ 25 reference∷.) (KDFB)

ED 409 112   PS 025 602

DΛrec∷ rQ f Pr jec∷∷, 1997.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC02 PlƔ∷ P ∷∷age.

technologically informed leaders within the Indian community. This annual report describes AISES activities, membership, and funding in 1994. Education activities included summer academic programs attended by over 300 middle school and high school students at university sites; administering the Dr. Rosa Minoka Hill Fund, which helps American Indian high school students to attend prestigious college prep schools; strengthening college chapters through the AISES College Chapter Enhancement Project; awarding undergraduate and graduate scholarships to over 375 Native students; and conducting the Mathematics Improvement Project to enhance teaching skills of elementary mathematics teachers of American Indian students, the Mathematics/Science Teacher Enhancement Program in six Wisconsin and Michigan communities, and programs at the AISES Environmental Institute in Grant, Colorado. Conferences included the 16th annual national conference and associated High School Day, the American Indian Knowledge Series of conferences, AISES Leadership Conference, and the National American Indian Science & Engineering Fair. AISES resources include a book catalog; the "First Annual College Guide for American Indians"; a magazine on careers, education, and leadership; a quarterly education newsletter; and guidelines on effective education for American Indian precollege students. Also included is information on AISES awards, college and professional chapters, computer information network, career placement services, donors, advisory boards, and a financial balance sheet. (SV)

ED 409 128 RC 020 375

McCracken, J. David; Peasley, Donald D.
Rural Ohio School Expenditure and Student Achievement. Special Circular 147.
PUB DATE- Mar 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Equity (Finance); Elementary Secondary Education; *Expenditure per Student; *Rural Schools; *Rural Urban Differences; *School District Wealth; School Districts; School Effectiveness; *School Location; Socioeconomic Status; Suburban Schools; Urban Schools
IDENTIFIERS- *Ohio

Four studies examined financial and achievement issues in rural Ohio school districts. Based on both county population and location relative to a metropolitan statistical area, schools were assigned to five location categories: rural, semirural, rural/suburban, suburban, and urban. Study 1 examined financial characteristics of the 73 rural Ohio districts and found that per-pupil expenditures ranged from $2300 to $3500, with a median of $2665, and were a function of both financial effort and financial ability. Study 2, involving all 612 Ohio districts, found that rural/suburban schools had the highest level of student achievement; urban and suburban districts had a greater capacity to generate revenue and expended more financial effort to support schools than did the other three categories; and school location was unrelated to student achievement when financial ability and financial effort variables were controlled. Study 3 looked at standardized test scores for grades 4-9 and found that rural/suburban and urban schools had the highest scores and also the greatest variances. Rural/suburban and suburban schools had nearly equivalent levels of achievement, suggesting that proximity to an urban

am ng all par::ΛcΛpan:::. Sec::Λ n ne de::crΛbe:: h   indΛ Λd¥al:: Λ::h dΛ::abΛlΛ::Λe:: ha e been trea::ed thr ¥gh ¥:: hΛ::: rQ, the fac:: r:: tha:: ha e m ed ¥r s cΛe::Q t ard:: in::egra::Λ n, a brΛef hΛ::: rQ f acce:::Λble ad en::¥re pr gram::, ra::Λ nale f r in::egra::Λ n, legΛ::la::Λ e realΛ::Λe::, and pr blem:: Λ::h labelΛng. Sec::Λ n t   pre::en::: an   er ΛeÑ f e¤cep::Λ nalΛ::Q Λ::h implΛca::Λ n:: f r ad en::¥re leader:: and dΛ::c¥:::e:: specΛfΛc dΛ::abΛlΛ::Λe::, Λ::h rec mmenda::Λ n:: f r prac::Λ::Λ ner::. The dΛ::abΛlΛ::Λe:: dΛ::c¥:::ed incl¥de men::al challenge:: (Λn::ellΛgence, beha Λ r dΛ:: rder::); phQ::Λcal challenge:: (cerebral pal::Q, m¥::c¥lar dQ:::r phQ, spΛna bΛfΛda, spΛnal c rd inj¥rΛe::, amp¥::a::Λ n::, ar::hrΛ::Λ::, epΛlep::Q, m¥l::Λple scler ::Λ::); and heal::h and sen:: rQ challenge:: (dΛabe::e::, a:::hma, vΛ::¥al impaΛrmen:::, hearΛng impaΛrmen:::). Sec::Λ n three challenge:: ad en::¥re pr grammer:: t a:::e::: theΛr Ñn a:::Λ::¥de:: c ncernΛng incl¥::Λ n, and pr Λde:: e¤ample:: f h   t make ad en::¥re acce:::Λble bQ adap::Λng the g al-::e:::Λng pr ce:::, ac::Λ Λ::Λe::, inΛ::Λa::Λ e pr blem::, and r pe:: c ¥r::e elemen:::. AppendΛce:: incl¥de re:: ¥rce:: tha:: can f :::er in::egra::ed ad en::¥re e¤perΛence::, a:::Λ::¥de a arene::: s¥r eQ::, safe::Q c n::Λdera::Λ n::, keQ defΛnΛ::Λ n::, and sample re:: ¥rce:: f r traΛnΛng. C n::aΛn:: a bΛblΛ graphQ. (TD)

ED 409 145   RC 021 088

Campbell, J hn Mar::Λn
The PraΛrΛe Sch lh ¥::e.
PUB DATE- 96
NOTE- 164p.; F re rd bQ T nQ HΛllerman.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¥men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),HΛ::: rΛcal Ma::erΛal:: (060)
DESCRIPTORS- B ard:: f Ed¥ca::Λ n; Ed¥ca::Λ nal FacΛlΛ::Λe:: De::Λgn; Ed¥ca::Λ nal HΛ::: rQ; Elemen::arQ Ed¥ca::Λ n; *Farmer::; *Land Se:::lemen::; *One Teacher Sch l::; Ph :: graph::; *R¥ral Ed¥ca::Λ n; *R¥ral Sch l::; *Sch l B¥ΛldΛng::
IDENTIFIERS- *H me:::eadΛng; RegΛ nal HΛ::: rQ; UnΛ::ed S::a::e:: (Grea:: PlaΛn:: S::a::e::); UnΛ::ed S::a::e:: (N r::h e:::)

ThΛ:: b k d c¥men::: the hΛ::: rQ f the praΛrΛe sch lh ¥::e thr ¥gh te¤:: and ph :: graph::. The praΛrΛe sch lh ¥::e a:: a pr d¥c:: f the We:::ern H me:::ead Era, th ::e Qear:: begΛnnΛng la::e in the 19::h cen::¥rQ hen the federallQ Ñned gra::: praΛrΛe:: ea::: f the R ckΛe:: and the sagebr¥::h c ¥n::rQ f the in::erΛ r N r::h e::: ere pened t farmΛng. H me:::eadΛng, the pr ce::: herebQ a cΛ::ΛΛen c ¥ld acq¥Λre a pΛece f federal land, da::e:: t a U.S. c ngre:::Λ nal ac:: f 1862. The farmer:: h came t s::ake a claΛm n the praΛrΛe:: an::ed theΛr chΛldren t be ed¥ca::ed. Th¥::, in regΛ n:: f ab¥ndan:: h me:::ead::, ne-r m sch l:: ere b¥Λl:: e erQ 2-4 mΛle::, u::¥allQ bQ the farmer:: them::el e::. A sΛngle teacher ta¥gh:: grade:: 1-8. The tQpΛcal praΛrΛe sch lh ¥::e a:: a sΛmple rec::ang¥lar s::r¥c::¥re Λ::h a pΛ::ched r f ha Λng a cen::ral rΛdge, eΛ::her gabled a:: each end r hΛpped. The t   maj r varΛe::Λe:: f the praΛrΛe sch lh ¥::e, the s ¥::h and the n r::h praΛrΛe s::Qle::, ere de::ermΛned largelQ bQ clΛma::e and the a aΛlabΛlΛ::Q f c n:::r¥c::Λ n ma::erΛal::. Regardle::: f varΛe::Q, there ere nlQ mΛn r dΛfference:: in the sΛΛe f the sch lr m i:::elf and in i::: arrangemen:: and f¥rnΛ::hΛng. Al::h ¥gh re:: ¥rce:: ere scarce and m ::: teacher:: ere n :: ed¥ca::ed beQ nd the eΛgh::h grade, praΛrΛe sch lh ¥::e:: t¥rned ¥:: h¥ndred:: f th ¥::and:: f lΛ::era::e teenager:: h became f¥nc::Λ nΛng member:: f maΛn:::ream U.S. s cΛe::Q. The c mbΛned effec::: f the Grea:: Depre:::Λ n and the D¥::: B l dr e farmer:: fr m theΛr land, and bQ the earlQ 1950:: m re than 5 mΛllΛ n praΛrΛe re::Λden::: had aband ned theΛr h me:::ead::. Of c llec∷Λ n me∷h d∷ and s½r eQ in∷∷r½men∷∷. (JRH)

ED 409 161 SE 060 085

B½rg∷∷ahler, SherQl
TΛp∷ f r ScΛence Teacher∷ Ha Λng S∷½den∷∷ Λ∷h DΛ∷abΛlΛ∷Λe∷.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl½∷ P ∷∷age.
PUB TYPE- G½Λde∷/Me∷h d∷/TechnΛq½e∷ (F r Prac∷Λ∷Λ ner∷) - Cla∷∷r m U∷e - TeachΛng G½Λde∷ (F r Teacher) (052)
DESCRIPTORS- *Ed½ca∷Λ nal S∷ra∷egΛe∷; Elemen∷arQ Sec ndarQ Ed½ca∷Λ n; *LearnΛng DΛ∷abΛlΛ∷Λe∷; PhQ∷Λcal DΛ∷abΛlΛ∷Λe∷; *ScΛence In∷∷r½c∷Λ n; TeachΛng G½Λde∷; TeachΛng Me∷h d∷
ThΛ∷ d c½men∷ hΛghlΛgh∷∷ s∷ra∷egΛe∷ f r teachΛng scΛence s∷½den∷∷ Λ∷h c mm n learnΛng dΛ∷abΛlΛ∷Λe∷. F r each learnΛng dΛ∷abΛlΛ∷Q lΛ∷∷ed, there are sec∷Λ n∷ n c ½r∷e∷Q and se eral teachΛng me∷h d∷ Λ∷h mΛ∷Λga∷Λ e teachΛng s∷ra∷egΛe∷. HΛghlΛgh∷ed dΛ∷abΛlΛ∷Λe∷ incl½de A∷∷en∷Λ n DefΛcΛ∷ DΛ∷ rder (ADD), Em ∷Λ nal DΛ∷abΛlΛ∷Λe∷, EpΛlep∷Q, HearΛng ImpaΛrmen∷∷, M ∷ r/Or∷h pedΛc ImpaΛrmen∷∷, LearnΛng DΛ∷abΛlΛ∷Λe∷, and VΛ∷Λ n ImpaΛrmen∷∷. Am ng s me rec mmended s∷ra∷egΛe∷ dΛ∷c½∷∷ed are teacher pre∷en∷a∷Λ n, lab ra∷ rQ (ac∷Λ e and pa∷∷Λ e), gr ½p in∷erac∷Λ n and dΛ∷c½∷∷Λ n, re∷earch, te∷∷Λng, fΛeld e¤perΛence∷ (ac∷Λ e and pa∷∷Λ e), readΛng, and a∷∷Λ∷∷Λ e de Λce∷, ser Λce∷, and ma∷erΛal∷. (JRH)

ED 409 162 SE 060 296

BrΛnker, La½ra
U∷Λng S∷r½c∷½red Repre∷en∷a∷Λ n∷ T S l e Frac∷Λ n Pr blem∷: A DΛ∷c½∷∷Λ n f Se en S∷½den∷∷' S∷ra∷egΛe∷.
SPONS. AGENCY- Na∷Λ nal ScΛence F ½nda∷Λ n, ArlΛng∷ n, VA.
PUB DATE- Mar 97
NOTE- 28p.; Paper pre∷en∷ed a∷ the Ann½al Mee∷Λng f the AmerΛcan Ed½ca∷Λ nal Re∷earch A∷∷ cΛa∷Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC02 Pl½∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - Re∷earch/TechnΛcal (143),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- Alg rΛ∷hm∷; ArΛ∷hme∷Λc; *C gnΛ∷Λ e Pr ce∷∷e∷; *C ncep∷ F rma∷Λ n; Ed½ca∷Λ nal S∷ra∷egΛe∷; *Frac∷Λ n∷; Grade 4; Grade 5; In∷ermedΛa∷e Grade∷; *Kn ledge Repre∷en∷a∷Λ n; Ma∷hema∷Λc∷ Ac∷Λ Λ∷Λe∷; Ma∷hema∷Λc∷ In∷∷r½c∷Λ n; *Pr blem S l Λng; Ra∷Λ ∷ (Ma∷hema∷Λc∷)
ThΛ∷ paper de∷crΛbe∷ h a targe∷ gr ½p f se en s∷½den∷∷ in a c mbΛned f ½r∷h and fΛf∷h grade ma∷hema∷Λc∷ cla∷∷ u∷ed s∷r½c∷½red repre∷en∷a∷Λ n∷ t s l e frac∷Λ n pr blem∷ sΛ∷½a∷ed Λ∷hΛn varΛ ½∷ realΛ∷∷Λc c n∷e¤∷∷. Empha∷Λ∷ i∷ gΛ en t the aQ∷ in hΛch s∷½den∷∷' thΛnkΛng ab ½∷ ra∷Λ nal n½mber c ncep∷∷ infl½ence∷ and i∷ infl½enced bQ the s∷½den∷∷' u∷e f t s∷r½c∷½red repre∷en∷a∷Λ n∷. The fΛr∷∷ s∷r½c∷½red repre∷en∷a∷Λ n a∷ a se∷ f frac∷Λ n s∷rΛp∷ the s∷½den∷∷ u∷ed a∷ a manΛp½la∷Λ e. The ∷her s∷r½c∷½red repre∷en∷a∷Λ n a∷ a ra∷Λ table, a pΛc∷ rΛal m del u∷ed fle¤ΛblQ bQ m ∷∷ f the s∷½den∷∷. FΛndΛng∷ indΛca∷e tha∷ m ∷∷ f the targe∷ s∷½den∷∷ dΛd n ∷ c nnec∷ theΛr sQmb lΛc pr ced½re∷ t the underlQΛng c ncep∷∷, par∷Λc½larlQ hen theQ trΛed t rΛ∷e f rmal addΛ∷Λ n sen∷ence∷ u∷Λng the frac∷Λ n s∷rΛp∷. The fΛndΛng∷ al∷ s½gge∷∷ tha∷ the ra∷Λ table aff rded m re pp r∷½nΛ∷Λe∷ f r the s∷½den∷∷ t applQ theΛr inf rmal kn ledge f frac∷Λ n∷ a∷ q½an∷Λ∷Λe∷. C n∷aΛn∷ 28 reference∷. (DDR)

Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *C mm¥nΛca::Λ n (Th ¥gh:: Tran::fer); C n::::r¥c::Λ Λ::m (LearnΛng); DΛal g J ¥rnal::; DΛ::c ¥r::e M de::; HΛgher Ed¥ca::Λ n; *In::erper:: nal C mm¥nΛca::Λ n; Pre::er Λce Teacher Ed¥ca::Λ n; Pr blem S l Λng; *ScΛence In::::r¥c::Λ n; ScΛence Teacher::; ScΛen::ΛfΛc LΛ::eracQ; *S::¥den:: J ¥rnal::; *Teacher S::¥den:: Rela::Λ n::hΛp; TeachΛng Me::h d::

M ::: scΛence in::::r¥c:: r:: in cla::::e:: f r pr ::pec::Λ e teacher:: empha::ΛΛe the learnΛng f ba::Λc fac:::: and defΛnΛ::Λ n:: in scΛence fr m te¤::b k:: and lec::¥re::. Rela::Λ elQ lΛ::::le empha::Λ:: i:: placed n under::::andΛng scΛence kn ledge and h t u::e i:: in daΛlQ lΛfe. M ::: s::¥den:::: in the::e cla::::e:: tend t learn scΛence, pr bablQ Λ::h ¥:: under::::andΛng, thr ¥gh mem rΛΛΛng fac::::, eq¥a::Λ n::, and defΛnΛ::Λ n:: beca¥::e the in::::r¥c:: r:: and s::¥den:::: bel ng t dΛfferen:: dΛ::c¥r::Λ e c mm¥nΛ::Λe:: separa::ed bQ a Λde gap. The pr blem thΛ:: pre::en:::: i:: tha:: f h t erc me the lang¥age barrΛer tha:: pre en:::: member:: f the s::¥den::':: c mm¥nΛ::Q fr m cr ::::Λng the b rder in:: the in::::r¥c:: r':: rld f scΛence. In the pre::en:: s::¥dQ, the u::e f j ¥rnal:: a:: a n n::hrea::enΛng m de f dΛ::c ¥r::e enc ¥raged all s::¥den:::: t in::erac:: ac::Λ elQ Λ::h theΛr in::::r¥c:: r. The u::e f j ¥rnal:: s::Λm¥la::ed ac::Λ e learnΛng thr ¥gh facΛlΛ::a::Λng in::erac::Λ n be:: een s::¥den:::: and theΛr in::::r¥c:: r in a manner tha:: i:: n :: tradΛ::Λ nallQ pre::en::. The s::¥den::::' meanΛngf¥l learnΛng f scΛence a:: enhanced bQ e¤pre::::Λng idea::, a::kΛng and an:: erΛng q¥e::::Λ n::, and pre::en::Λng the tr ¥ble:: theQ had t theΛr in::::r¥c:: r. C n::aΛn:: 17 reference::. (A¥::h r)

ED 409 183 SE 060 344

RΛce, JennΛfer KΛng
E¤plaΛnΛng the Nega::Λ e Impac:: f the Tran::Λ::Λ n fr m MΛddle t HΛgh Sch l n S::¥den:: Perf rmance in Ma::hema::Λc:: and ScΛence: An E¤amΛna::Λ n f Sch l DΛ::c n::ΛnΛ¥Λ::Q and S::¥den:: Backgr ¥nd VarΛable::.
PUB DATE- Mar 97
NOTE- 37p.; Paper pre::en::ed a:: the Ann¥al Mee::Λng f the AmerΛcan Ed¥ca::Λ nal Re::earch A:::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 Pl¥:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *AcademΛc AchΛe emen::; Ed¥ca::Λ nal P lΛcQ; *HΛgh Sch l::; *In::::Λ::¥::Λ nal En Λr nmen::; J¥nΛ r HΛgh Sch l::; *Ma::hema::Λc:: Ed¥ca::Λ n; *MΛddle Sch l::; Paren:: S::¥den:: Rela::Λ n::hΛp; Per:: nal A¥:: n mQ; Pr gram E al¥a::Λ n; *ScΛence Ed¥ca::Λ n; S cΛal Backgr ¥nd; S::¥den:: Pr m ::Λ n; S::¥den:: Sch l Rela::Λ n::hΛp
IDENTIFIERS- MΛddle Sch l S::¥den::::

A:: s::¥den:::: pr gre:::: thr ¥gh the ed¥ca::Λ nal sQ::::em theQ make freq¥en:: tran::Λ::Λ n::, s¥ch a:: fr m grade t grade r mΛddle t hΛgh sch l. The p¥rp ::e f thΛ:: s::¥dQ i:: t e¤pl re h in::::Λ::¥::Λ nal dΛ::c n::Λn¥Λ::Λe:: be:: een sch l:: affec:: s::¥den:: achΛe emen:: in ma::hema::Λc:: and scΛence and f r hΛch tQpe:: f s::¥den::::. ThΛ:: paper seek:: t iden::ΛfQ specΛfΛc dΛ::c n::Λn¥Λ::Λe:: tha:: aggra a::e the tran::Λ::Λ nal e¤perΛence, and t dΛ::c er s¥pp r:: s::r¥c::¥re:: tha:: b¥ffer the effec:: f the tran::Λ::Λ n fr m mΛddle t hΛgh sch l n the ma::hema::Λc:: and scΛence pr gre:::: f s::¥den::::. FΛndΛng:: indΛca::e tha:: s::¥den:::: fr m m re s::able and s¥pp r::Λ e h me en Λr nmen:::: sh le:::: academΛc dΛffΛc¥l::Q a:: theQ pr gre:::: thr ¥gh the tran::Λ::Λ n. Decrea::e:: in safe::Q and the q¥alΛ::Q f the learnΛng en Λr nmen:: had sΛgnΛfΛcan::lQ nega::Λ e effec:::: n achΛe emen:: acr :::: the

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Earth Science; *Ecology; Environmental Education; *Exhibits; Interdisciplinary Approach; Intermediate Grades; *Lesson Plans; Marine Biology; Marine Education; Middle Schools; *Oceanography; Secondary Education; Teaching Guides
IDENTIFIERS- Ocean Management

The Ocean Planet is a traveling exhibition from the Smithsonian Institution designed to share with the public what recent research has revealed about the oceans and to encourage ocean conservation. This booklet of lessons and activities adapts several themes from the exhibition for use in middle and high school classrooms. Lesson plans include: (1) "Sea Secrets" that explores ocean geography; (2) "Sea Connections" that looks at plants and animals that live in different marine ecosystems; (3) "Pollution Solution" that examines the effects of an environmental crisis; (4) "Stranded Along the Coast" that explores both natural and human causes of animal strandings; and (5) "Reflections on the Sea" that explores the influence of oceans on language and literature. Each lesson plan contains background information, a statement of learning objectives, a list of required materials, step-by-step procedures, student handouts, and a list of educational resources including connections to the online version of the Ocean Planet exhibition. (JRH)

ED 409 206 SE 060 444

The Secretary's Conference on Math and Science: Improving Math and Science Teaching (2nd, Washington, DC, October 8-9, 1992). Conference Participants' Packet.
PUB DATE- Oct 92
NOTE- 213p.; For the conference report, see ED 355 121. Some papers included here have been previously presented or published in other venues.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020), Reference Materials - General (130)
DESCRIPTORS- *Educational Change; *Educational Resources; *Educational Strategies; Elementary Secondary Education; *Mathematics Education; Professional Development; *Science Education; Standards
IDENTIFIERS- Reform Efforts

This document contains materials from the Secretary's Conference on Improving Mathematics and Science Education, the purpose of which was to bring together leaders from across the nation to consider ways of improving the teaching of these disciplines. It is a compilation of papers and other documents which include examples of effective and dynamic instructional programs. Sections include: (1) Standards; (2) Professional Development; (3) Instructional Resources; (4) Math and Science; (5) Related Material; (6) Participants; and (7) Demonstrations and Exhibits. (JRH)

ED 409 207 SE 060 454

DiSpezio, Michael
The Science of HIV.
PUB DATE- 97
NOTE- 185p.; Funding provided by Abbott Laboratories. Accompanying video not available from ERIC.
LANGUAGE- English

Em ::Λ n"; (10) "Al::ered S::a::e:: f C n::cΛ Ꮶ::ne:::"; (11) "FrᏦ:::ra::Λ n and C nflΛc::"; (12) "Men::al DΛ:: rder::"; (13) "P::Qch ::herapQ"; (14) "Per:: nalΛ::Q"; (15) "The rΛe:: f Per:: nalΛ::Q"; and (16) "S cΛal P::Qch l gQ." (EH)

ED 409 229   SO 027 058

MeQer, Eld n; ZΛelΛn::kΛ, D nald Da Λd
FᏦ::Ꮶre Op::Λ n:: UnlΛmΛ::ed: A Te::b k f r Al::erna::Λ e FᏦ::Ꮶre::. B k I. Re Λ::ed EdΛ::Λ n. Grade:: 5-8 and B k II.
PUB DATE- 92
NOTE- 261p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC11 PlᏦ:: P :::age.
PUB TYPE- GᏦΛde::/Me::h d::/TechnΛqᏦe:: (F r Prac::Λ::Λ ner::) - Cla:::r m U::e - In:::rᏦc::Λ nal Ma::erΛal:: (F r Learner::) (051),GᏦΛde::/Me::h d::/TechnΛqᏦe:: (F r Prac::Λ::Λ ner::) - Cla:::r m U::e - TeachΛng GᏦΛde:: (F r Teacher) (052)
DESCRIPTORS- C n ergen:: ThΛnkΛng; *Crea::Λ e ThΛnkΛng; DΛ ergen:: ThΛnkΛng; *FᏦ::Ꮶre:: (f S cΛe::Q); *Gl bal EdᏦca::Λ n; In::ermedΛa::e Grade::; LearnΛng S::ra::egΛe::; *PredΛc::Λ n; Pr blem S l Λng; Sec ndarQ EdᏦca::Λ n; S cΛal S::ᏦdΛe::; TeachΛng GᏦΛde::; *ThΛnkΛng SkΛll::

The::e rkb k:: pr Λde s::Ꮶden::: Λ::h pp r::ᏦnΛ::Λe:: t re::earch and e¤pl re fᏦ::Ꮶre p::Λ n:: ba::ed n the realΛ::Λe:: f t daQ. The rkb k:: each c n::Λ::: f f Ꮶr re::earch unΛ:::, a fᏦ::Ꮶre f rce sec::Λ n, and a reference sec::Λ n. S::Ꮶden::: are ac::Λ elQ in l ed in the learnΛng pr ce::: and in acqᏦΛrΛng inf rma::Λ n. The re::earch unΛ::: in B k I f cᏦ:: n: (1) "P pᏦla::Λ n, LΛfe E¤pec::ancQ, and H Ꮶ::Λng"; (2) "EnergQ"; (3) "Space E¤pl ra::Λ n and S cΛal Welfare"; and (4) "Tran::p r::a::Λ n and Gl bal M bΛlΛ::Q." The re::earch unΛ::: in B k II f cᏦ:: n: (1) "C mmᏦnΛca::Λ n, SΛlΛc n ChΛp::, and R b :::"; (2) "W rk, LeΛ::Ꮶre, and EdᏦca::Λ n"; (3) "Heal::h/MedΛcal Techn l gΛe:: and Y Ꮶr LΛfe"; and (4) "ValᏦe:: and E¤pedΛencΛe::." C n::aΛn:: a t ::al f 75 reference::. (EH)

ED 409 230   SO 027 060

E¤pl rΛng Map:: TeachΛng Packe::.
PUB DATE- 92
NOTE- 29p.; P :::er:: n :: a aΛlable fr m EDRS.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 PlᏦ:: P :::age.
PUB TYPE- GᏦΛde::/Me::h d::/TechnΛqᏦe:: (F r Prac::Λ::Λ ner::) - Cla:::r m U::e - TeachΛng GᏦΛde:: (F r Teacher) (052)
DESCRIPTORS- Car:: graphQ; EdᏦca::Λ nal Re:: Ꮶrce::; *Ge graphQ; *Ge l gQ; In:::rᏦc::Λ nal Ma::erΛal::; *In::erdΛ::cΛplΛnarQ Appr ach; *L ca::Λ nal SkΛll:: (S cΛal S::ᏦdΛe::); *Map SkΛll::; *Map::; PhQ::Λcal Ge graphQ; Sec ndarQ EdᏦca::Λ n; S cΛal S::ᏦdΛe::; TeachΛng GᏦΛde::

ThΛ:: in::erdΛ::cΛplΛnarQ packe:: f ma::erΛal:: n mappΛng i:: in::ended f r grade:: 7-12. The le::: n:: are rganΛΛed ar Ꮶnd theme::: l ca::Λ n, na Λga::Λ n, inf rma::Λ n, and e¤pl ra::Λ n. Each le::: n ha:: an in::r dᏦc:: rQ te::: and t maΛn ac::Λ Λ::Λe::. S::Ꮶden::: learn ba::Λc mapmakΛng and map-readΛng skΛll:: and see h map:: help an:: er fᏦndamen::al ge graphΛc qᏦe:::Λ n::. The packe:: c n::aΛn:: tÑ p :::er:: tha:: illᏦ:::ra::e the de el pmen:: f mappΛng c mple::e Λ::h a tΛme lΛne. InclᏦded in the packe:: are f Ꮶr ac::Λ Λ::Q shee::: Λ::h se eral sᏦgge:::ed ac::Λ Λ::Λe::, a teachΛng gᏦΛde, and e alᏦa::Λ n shee::. A v cabᏦlarQ lΛ::: acc mpanΛe:: each ac::Λ Λ::Q shee::. The ac::Λ Λ::Q shee::: are en::Λ::led: (1) "Wha:: el::e i:: here "; (2) "H d e kn here e are "; (3) "H d e kn here e're g Λng "; and (4) "Where d e g fr m students to consider the role of temperature, sunlight, waves, and tides in the creation of unique marine environments. Following background information concerning the theme, a 3-step, integrated science and social studies lesson plan is given. Objectives, materials, and procedures are indicated. Three reproducible student activity pages, including one given in both English and Spanish, are included. A glossary, answer keys, and lists of resources conclude the issue. (MM)

ED 409 254 SO 028 229

Bakker, Don
Ending the War against Japan: Science, Morality, and the Atomic Bomb. Choices for the 21st Century.
PUB DATE- Jul 95
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Material (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian History; *Decision Making; Decision Making Skills; Educational Objectives; Foreign Countries; *Foreign Policy; High Schools; Japanese; Non Western Civilization; *Nuclear Warfare; Political Science; Primary Sources; Social Studies; Teaching Methods; *United States History; World Affairs; World History; World Problems; *World War II
IDENTIFIERS- *Japan; Truman (Harry S)

This unit presents students with dilemmas faced by U.S. policymakers with three distinct options for U.S. policy toward Japan. Background readings provide students with information on the U.S. decision to drop the atomic bomb on Japan in 1945. By exploring a spectrum of alternatives, students gain a deeper understanding of the values underlying specific policy recommendations. The readings are divided into: (1) "Total War in the 20th Century"; (2) "The Development of the Atomic Bomb"; (3) "July 1945-The Moment of Decision"; (4) "Policy Options"; and (5) "Epilogue: The Decision and the Consequences." The teacher's resource book contains five day-by-day lesson plans with student activities. The material seeks to go beyond the well-worn question, "Should the atomic bomb have been dropped on Japan?" Rather, the unit allows students to examine primary source materials and background information available to U.S. decision-makers during World War II in mid-1945 to reconstruct both the scientific odyssey that produced the bomb and the debate within the Truman administration on whether the bomb should have been used against Japan. This unit rests on the premise that history is best understood when students wrestle with the same historical forces and policy constraints that shaped the perceptions of decision-makers of the past. In exploring the relationship between science and policy, this unit is designed to promote critical thinking skills through interactive cooperative learning and individual analytical exercises. Skills that are emphasized and reinforced in the lessons include reasoning from cause and effect, recognizing historical patterns and connections, presenting oral and written arguments clearly and convincingly, identifying the interaction between values and political actions, drawing generalizations and hypotheses, and understanding the historical context of past policy decisions. This Choices unit includes student readings, a framework of policy options, suggested lesson plans, and resources for structuring cooperative learning, role-plays, and simulations. (CB)

The TellΛng f S:: rQ: Teacher:: Kn Λng Wha:: TheQ Kn .
PUB DATE- 97
NOTE- 13p.; Paper pre::en::ed a:: the AnnꝀal Mee::Λng f the AmerΛcan EdꝀca::Λ nal Re::earch A:::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 PlꝀ:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Ca::e S::ꝀdΛe::; Elemen::arQ Sec ndarQ EdꝀca::Λ n; E alꝀa::Λ n Me::h d::; GradꝀa::e S::Ꝁden::::; GradꝀa::e S::ꝀdQ; HΛgher EdꝀca::Λ n; *IndΛ ΛdꝀal De el pmen::; *P r::f lΛ A::::e::::men::; P r::f lΛ :: (Backgr Ꝁnd Ma::erΛal::); *Pr fe::::Λ nal De el pmen::; *Refle c::Λ e TeachΛng; S::Ꝁden:: E alꝀa::Λ n; *Teacher A::::Λ::Ꝁde::; Teacher EdꝀca::Λ n; Teacher Impr emen::
ThΛ:: ca::e s::ꝀdQ d cꝀmen:::: ne gradꝀa::e s::Ꝁden::':: refle c::Λ n:: n her per:: nal and pr fe::::Λ nal de el pmen:: a:: a teacher a:: par:: f a p r::f lΛ pr jec::. Her s:: rQ de::crΛbe:: h   she ha:: blended a teachΛng phΛl :: phQ tha:: c mbΛne:: the tradΛ::Λ nal pedag gQ f her   n earlQ edꝀca::Λ n Λ::h her sꝀb::eqꝀen:: e¤perΛence:: a:: a s::Ꝁden:: and a:: a teacher Ꝁ::Λng n n-::radΛ::Λ nal appr ache::. She refle c:::: n the tradΛ::Λ nal c n::er Λng inflꝀence:: tha:: ha e shaped her e¤Λ::::ence and the r le theQ plaQ in a sen::e f secꝀrΛ::Q and c nne c::Λ n t the d mΛnan:: cꝀl::Ꝁre. The Ꝁ::e f p r::f lΛ e alꝀa::Λ n enabled her t vΛe her le:::: tradΛ::Λ nallQ-c n::::rꝀ c::ed cꝀrrΛcꝀla in a p ::Λ::Λ e aQ, ha Λng pre Λ Ꝁ::lQ jꝀdged i:: nlQ agaΛn:::: tradΛ::Λ nal s::andard::. Thr Ꝁgh refle c::Λ n, she a:: able t dΛ::c er the self- alΛdΛ::Q in a pr gre::::Λ e appr ach. The tellΛng f s:: rQ i:: Ꝁ::ed in thΛ:: ca::e t d cꝀmen:: pr fe::::Λ nal kn ledge and the valꝀe f the p r::f lΛ a:: a t l f r refle c::Λ n. (JLS)

ED 409 275   SP 037 379

Jac b, R ::emarQ; FrΛd, Sandra
CꝀrrΛcꝀlꝀm Change: Wha:: D Teacher:: and S::Ꝁden:::: ReallQ ThΛnk
PUB DATE- 97
NOTE- 34p.; Paper pre::en::ed a:: the AnnꝀal Mee::Λng f the AmerΛcan EdꝀca::Λ nal Re::earch A:::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 PlꝀ:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150),Te::::, QꝀe::::Λ nnaΛre::, E alꝀa::Λ n In::::rꝀmen:::: (160)
DESCRIPTORS- C llege Fre::hmen; CꝀrrΛcꝀlꝀm De el pmen::; EdꝀca::Λ nal Change; EdꝀca::Λ nal Trend::; F reΛgn C Ꝁn::rΛe::; HΛgher EdꝀca::Λ n; Kn ledge Ba::e f r TeachΛng; Kn ledge Le el; *Ma::hema::Λc:: CꝀrrΛcꝀlꝀm; *Ma::hema::Λc:: EdꝀca::Λ n; Sec ndarQ EdꝀca::Λ n; Sec ndarQ Sch l Teacher::; *S::Ꝁden:: A::::Λ::Ꝁde::; *Teacher A::::Λ::Ꝁde::
IDENTIFIERS- AꝀ::::ralΛa (N r::hern TerrΛ:: rQ)
ThΛ:: s::ꝀdQ e¤amΛned sec ndarQ teacher::' and recen:: sec ndarQ sch l gradꝀa::e::' a arene:::: f cꝀrrΛcꝀlꝀm change in ma::hema::Λc:: and i:::: impac:: up n teachΛng and learnΛng. FΛf::Q-::hree sec ndarQ teacher:: and 54 s::Ꝁden:::: enr lled in fΛr::: Qear unΛ er::Λ::Q pr gram:: a:: N r::hern TerrΛ:: rQ UnΛ er::Λ::Q (AꝀ::::ralΛa) ere sꝀr eQed ab Ꝁ:: theΛr a arene:::: and pΛnΛ n f ma::hema::Λc:: cꝀrrΛcꝀlꝀm change:: a:: ell a:: impre::::Λ n:: f theΛr   n ma::hema::Λc:: edꝀca::Λ n. Teacher:: ere al:: a::ked ab Ꝁ:: theΛr pre-::er Λce and in-::er Λce traΛnΛng and i:::: effe c::Λ ene:::: in rela::Λ n t implemen::Λng cꝀrrΛcꝀlꝀm change::. F ll -Ꝁp semΛ-::rꝀ c::Ꝁred in-dep::h in::er Λe :: ere c ndꝀ c::ed Λ::h 14 teacher:: and 12 s::Ꝁden::::. Re::Ꝁl:::: indΛca::ed tha:: the teacher:: ere m re

S rn:: n, R ber::, Ed.; Sc :::, Jame::, Ed.
TeachΛng and J Q.
PUB DATE- 97
NOTE- 154p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Pl½:: P :::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),C llec::ed W rk:: - General (020),OpΛnΛ n::/Per:: nal VΛeñp An:::/P ::Λ::Λ n Paper::/E:::aQ:: (120)
DESCRIPTORS- Ac::Λ e LearnΛng; *Cla:::r m En Λr nmen::; Elemen::arQ Sec ndarQ Ed½ca::Λ n; *HappΛne:::; *J b Sa::Λ::fac::Λ n; Per:: nal Narra::Λ e::; SpecΛal Ed½ca::Λ n; *Teacher A:::Λ::½de::; Teacher S::½den:: Rela::Λ n::hΛp; *TeachΛng E¤perΛence
ThΛ:: p½blΛca::Λ n i:: a c llec::Λ n f 25 per:: nal s:: rΛe:: fr m a m½l::Λ::½de f per::pec::Λ e:: n the j Q:: f teachΛng and learnΛng. The s:: rΛe:: empha::ΛΛe ac::Λ e learnΛng; re::pec:: f r dΛfference::; crea::Λ Λ::Q; ΛllΛngne::: t make mΛ:::ake::; a l e f lΛfe, sch l, and famΛlQ rela::Λ n::hΛp::; and the q½e::: f r per:: nal meanΛng. The s:: rΛe:: are: (1) "RΛchard" (Harlan RΛmmerman); (2) "The FΛr::: 30 Year:: Are the Harde:::: N ::e:: fr m the Yell BrΛck R ad" (MΛmΛ Br d::kQ Chenfeld); (3) "DrΛ Λng Ma:::er BrΛan" (Da Λd WeΛkar::); (4) "TeachΛng and Fl er P er" (R n Wallen); (5) "M re AlΛke Than DΛfferen::" (N ra Mar::Λn); (6) "Mem rΛe:: f Elemen::arQ La½gh::er" (S::e e WΛl:: n); (7) "MΛ::: DaΛ::Q" (D nald Da Λ::); (8) "H T GΛ e Y ½r KΛd:: an UnfaΛr Ad an::age" (JΛm FaQ); (9) "Reflec::Λ n:: f J Q" (VΛrgΛnΛa McClarQ Dela:::e); (10) "MagΛc" (Car lQn Mamch½r); (11) "Increa::e Y ½r La½gh LΛfe!" (SheΛla FeΛgel:: n); (12) "LearnΛng Tha:: Came AlΛ e n Hear::break HΛll" (J½dQ-ArΛn Kr½pp); (13) "ChΛld'::: PlaQ: MakΛng M lehΛll:: O½:: f M ½n::aΛn::" (Allen KleΛn); (14) "The BΛr::hdaQ Card" (CarQn Edñard::); (15) "FΛnd Y ½r J Q bQ F ll Λng Y ½r Hear::" (Deb rah R Λman); (16) "J Q in Val½Λng" (SΛdneQ B. SΛm n); (17) "D nhΛll SkΛΛng" (R ber:: S rn:: n); (18) "Mee:: MQ FΛr::: Men:: r" (L Λ:: W lfe-M rgan); (19) "Impac::" (G½Q Vander Jag::); (20) "IgnΛ::e the J Q WΛ::hΛn!" (Valla Dana F ::Λade::); (21) "A J ½rneQ f Tr½::: and J Q" (MarQ GaQle Fl den); (22) "DΛ::c erΛng P½rp ::e" (RΛck Sc :::); (23) "An In::er Λe Λ::h BernΛe SΛegel, M.D." (R ber:: S rn:: n); (24) "The Hear:: RadΛa::e::" (ShΛnΛchΛ S½Λ½kΛ); and (25) "F r::Q-NΛne Year:: La::er" (Al FΛalka). (ND)

ED 409 294 SP 037 419

Ed½ca:: r Prepara::Λ n in C l rad , 1995-96.
PUB DATE- N 96
NOTE- 18p.; A s½mmarQ f Ann½al Rep r::: s½bmΛ:::ed bQ C l rad Ed½ca:: r Prepara::Λ n In:::Λ::½::Λ n:: f r the perΛ d Sep::ember 1, 1995 thr ½gh A½g½::: 31, 1996.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl½:: P :::age.
PUB TYPE- N½merΛcal/Q½an::Λ::a::Λ e Da::a (110)
DESCRIPTORS- *Ann½al Rep r:::; Elemen::arQ Sch l Teacher::; Elemen::arQ Sec ndarQ Ed½ca::Λ n; HΛgher Ed½ca::Λ n; *Pre::er Λce Teacher Ed½ca::Λ n; *Sch l:: f Ed½ca::Λ n; Sec ndarQ Sch l Teacher::; S::a::e S½r eQ::; S::a::Λ:::Λcal S½r eQ::; *Teacher Cer::ΛfΛca::Λ n; *Teacher Ed½ca::Λ n Pr gram::
IDENTIFIERS- *C l rad
ThΛ:: rep r:: pr Λde:: da::a n teacher ed½ca::Λ n and cer::ΛfΛca::Λ n in C l rad in the f ll Λng f rma:::: (1) the n½mber f s::½den::: in each f the 16 C l rad in:::Λ::½::Λ n:: f hΛgher ed½ca::Λ n appr ed f r ed½ca:: r prepara::Λ n pr gram:: h ere rec mmended f r lΛcen::½re and end r::emen::: d½rΛng 1995-1996 (:: ::al 2517); (2) the n½mber:: f s::½den::: rec mmended f r C l rad lΛcen::½re bQ end r::emen:: area d½rΛng 1995-1996; (3) the n½mber:: f C l rad teacher ed½ca::Λ n grad½a::e:: bQ

(Author)

ED 409 313 SP 037 446

Lafleur, Clay
Finding and Scheduling Time: Temporal Issues in Educational Reform. A Pilot Study Related to Research on "Understanding Time in the Lives of Teachers and Administrators within Contexts of Educational Reform."
PUB DATE- Mar 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Curriculum Development; *Educational Change; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Interviews; Secondary School Teachers; *Teacher Attitudes; Teacher Characteristics; Teacher Student Relationship; *Time; *Time Factors (Learning)
IDENTIFIERS- Ontario

The study reported here investigated time as experienced and perceived by teachers who are actively involved in curriculum change and reform in their workplace. Three teachers--two secondary and one elementary--participated in the study. Interviews were designed to encourage these teachers to talk about how they manage and deal with educational reform and change. The phenomenon of time emerged as a general theme in all three interviews. Study data supported the notion that time is a scarce resource for teachers and that perceptions of time are embedded in the daily practices of teachers. By far the greatest number of references to time represented a monochronic, regulated and commodified view of time, though more flexibility was evident in the contexts of life in classrooms and with students. There were few references to chronological time and head time, and limited references to phenomenological or inner experiences of time. (Contains 25 references.) (ND)

ED 409 314 SP 037 447

Smith, Louis M.
Biography: Learning To Do, Teaching To Do.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinion Papers/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Biographies; *Curriculum Development; Elementary Secondary Education; Graduate Study; Higher Education; Partnerships in Education; Personal Narratives; *Qualitative Research; *Research Methodology; Teaching Methods
IDENTIFIERS- *Research Teaching Relationship

This symposium paper reports on developing biographical qualitative research methods, mixing personal narrative and conceptualization. The section on "Learning To Do" begins with model and the importance of centering, the estimation of school effects, and the empirical Bayes estimation procedure. (Contains 1 table, 1 figure, and 14 references.) (Author/SLD)

ED 409 331 TM 026 773

Yang, Wen-Ling
Validity Issues in Cross-national Relational Analyses: A Meta-Analytic Approach to Perceived Gender Differences in Mathematics Learning.
PUB DATE- Mar 97
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cross Cultural Studies; Effect Size; Foreign Countries; Grade 7; Grade 8; International Education; *International Studies; Junior High Schools; *Mathematics; *Meta Analysis; Regression (Statistics); *Sex Differences; Student Attitudes; *Validity
IDENTIFIERS- *Third International Mathematics and Science Study

International comparisons in educational research can be difficult to accomplish because the findings of individual countries may not be comparable due to study design or inherent country features that cannot be manipulated. Quantitative meta-analysis techniques have great potential in improving international comparisons. In this paper, participant countries/regions in an international study were treated as study populations, and meta-analytic techniques were used to synthesize study outcomes across countries. Homogeneity tests were conducted to determine whether there was a common population parameter across countries, outliers were identified empirically, moderator effects due to country characteristics were studied, and homogeneous country outcomes were combined by a variance-weighting method to yield an optimal parameter estimate. The study of interest in this paper was gender differences in students' perceptions about whether girls or boys will do better in mathematics. Data are a subset of data from the Third International Mathematics and Science Study (TIMSS), in which seventh- and eighth-graders from 25 countries participated. Multiple regression models were used to country-level analyses, and effect sizes were computed. Overall, the meta-analytic techniques were satisfactory in analyzing the TIMSS data, illustrating the potential of meta analysis in improving the validity of international comparison studies. Meta analysis appears to be capable of detecting substantial differences in country outcomes and effective in offering strategies to deal with the situation. Appendixes present tables of coding schemes and outcomes of moderators, independent variables and questionnaire items, and a summary of meta analytic results. (Contains 7 tables, 8 figures, and 20 references.) (SLD)

ED 409 332 TM 026 775

Nandakumar, Ratna; Roussos, Louis
Validation of CATSIB To Investigate DIF of CAT Data.
PUB DATE- 28 Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

improve administrative efficiency and manage change. In 12 chapters the book examines, provides lists, and gives examples of plans and strategies for dealing with matters such as: (1) change strategies; (2) leadership roles, addressing in detail the roles of the president and the deputy to the president; (3) human resource challenges and issues, including examples of goal-oriented policies and programs; (4) planning and goal-setting, including building a mission, setting objectives, and linking goals and objectives to departmental initiatives; (5) financial, enrollment, and capital facilities planning processes; (6) promotion of organizational effectiveness, including managing for excellence, internal audits, performance management, and the administrative review process; (7) assessing service quality; (8) team building, team building workshops, and team evaluation; (9) human resource development, including a master plan for employee training and development; (10) performance appraisal, evaluation, and feedback; (11) managing problem employees and identifying performance problems; and (12) developing a culture of continuous learning. (Contains 70 references.) (CH)

ED 408 890 HE 030 206

Geiger, Roger L., Ed.
History of Higher Education Annual, 1996. Volume Sixteen.
PUB DATE- 96
NOTE- 151p.; For previous volume, see ED 394 385.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- *Academic Rank (Professional); Church Related Colleges; *Educational History; Females; *Higher Education; *Modernization; Power Structure; Professional Autonomy; Single Sex Colleges; Social History; Socioeconomic Influences; State Universities; Traditionalism; *Tutoring; *Womens Education
IDENTIFIERS- California; Harvard University MA; Nineteenth Century

The four papers in this annual volume on the history of higher education cover some of the changes that evolved over the years in various U.S. institutions. The first paper is: "The Harvard Tutors: The Beginning of an Academic Profession, 1690-1825" (John D. Burton), which discusses the shift from Harvard's original tutorship model to a modern professional faculty. The second paper is "'A Salutary Rivalry': The Growth of Higher Education for Women in Oxford, Ohio, 1855-1867" (Margaret A. Nash), which traces growth and change at three female educational institutions in that small community. Next, "'Noah Porter Writ Large': Reflections on the Modernization of American Education and Its Critics, 1866-1916" (Peter Dobkin Hall), portrays the transformation of American higher education after the Civil War. The fourth paper is "Californians and Public Higher Education: Political Culture, Educational Opportunity and State Policymaking" (John Aubrey Douglass). This paper traces the history of higher education from the chartering of the state university in 1849 to the postwar era. Two additional shorter review essays are titled, "College As It Was in the Mid-Nineteenth Century" (Roger L. Geiger with Julie Ann Bubolz), and "The Rise of the University and the Secularization of the Academy: The Role of Liberal Protestantism" (Kathleen A. Mahoney). An annotated list of recent dissertations in the field is appended. All papers include reference notes. (CH)

ED 408 891 HE 030 207

Infl¼ence::; P l∧::∧c:: f Ed¼ca::∧ n; Rac∧al Fac:: r::; Sch l
P l∧cQ; S c∧al Change
IDENTIFIERS- Amer∧can C llege Te::::∧ng Pr gram; *H pÑ d v Te¤a::;
Sch la::::∧c A::::e::::men:: Te::::::; *Te¤a::
Th∧:: rep r:: pre::en:::: c ncl¼::∧ n:: and rec mmenda::∧ n:: f a s::¼dQ
f p ::::∧ble cr∧::er∧a t def∧ne ed¼ca::∧ nallQ under::er ed
p p¼la::∧ n:: in Te¤a:: in l∧gh:: f the 1994 C ¼r:: dec∧::∧ n
(H p   d v. Te¤a::) end∧ng the u::e f rac∧al q¼ ::a::. The s::¼dQ
iden::∧f∧ed q¼al∧::a::∧ e var∧able:: rela::ed t s c∧al and c¼l::¼ral
fac:: r:: and 10 q¼an::∧::a::∧ e cr∧::er∧a (::¼ch a:: s c∧ ec n m∧c
backgr ¼nd, f∧r::::-genera::∧ n c llege s::a::¼::, and f∧nanc∧al
s::a::¼:: f s::¼den::':: sch l d∧::::r∧c::). The s::¼dQ came t e∧gh::
maj r c ncl¼::∧ n:: incl¼d∧ng tha::: (1) there i:: n s∧ngle
cr∧::er∧ n   r c mb∧na::∧ n f cr∧::er∧a tha:: ∧ll pr d¼ce the same
le el f m∧n r∧::Q par::∧c∧pa::∧ n a:: pr∧ r t the H p   d
dec∧::∧ n; (2) in::::∧::¼::∧ n:: u::∧ng selec::∧ e adm∧::::∧ n pr ced¼re::
maQ ha e decrea::ed m∧n r∧::Q appl∧ca::∧ n::; and (3) the u::e f
s::andard∧∧ed te:::::: (::¼ch a:: the Sch la::::∧c A::::e::::men:: Te::::::
(SAT) and the Amer∧can C llege Te::::∧ng (ACT) pr gram) und¼lQ
l∧m∧:::: adm∧::::∧ n:: f under::er ed p p¼la::∧ n::. T en::Q- ne
spec∧f∧c rec mmenda::∧ n:: are made and rgan∧∧ed in:: th ::e f r
the Te¤a:: H∧gher Ed¼ca::∧ n C   rd∧na::∧ng B ard, f r the
leg∧::la::¼re, and f r Te¤a:: in::::∧::¼::∧ n:: f h∧gher ed¼ca::∧ n.
Af::er an e¤ec¼::∧ e s¼mmarQ, the rep r:: pre::en:::: the f¼ll
q¼al∧::a::∧ e and q¼an::∧::a::∧ e analQ::e:: f al::erna::∧ e d∧ er::∧::Q
cr∧::er∧a (∧ncl¼d∧ng e¤::en::∧ e da::a table::). Appended i:: a
s¼r eQ f the re::earch n the pred∧c::∧ e val∧d∧::Q f C llege
B ard adm∧::::∧ n:: te::::::. (C n::a∧n:: 54 reference::.) (DB)

ED 408 909   HE 030 252

The Ad ∧:: rQ C mm∧::::ee n W men and M∧n r∧::Q Fac¼l::Q and
Pr fe::::∧ nal S::aff. F∧nal Rep r::.
PUB DATE- Jan 97
NOTE- 35p.
LANGUAGE- Engl∧::h
EDRS Pr∧ce- MF01/PC02 Pl¼:: P ::::age.
PUB TYPE- Rep r:::: - E al¼a::∧ e/Fea::∧b∧l∧::Q (142)
DESCRIPTORS- Aff∧rma::∧ e Ac::∧ n; Black S::¼den::::; Black Teacher::;
Black::; C llege Adm∧n∧::::ra::∧ n; C llege Fac¼l::Q; *D∧ er::∧::Q
(Fac¼l::Q); Ed¼ca::∧ nal En ∧r nmen::; *Fac¼l::Q Pr m ::∧ n;
*Fac¼l::Q Recr¼∧::men::; Female::; H∧gher Ed¼ca::∧ n; H∧::pan∧c
Amer∧can::; *M∧n r∧::Q Gr ¼p Teacher::; Sch l P l∧cQ; S c∧al
Change; *Teacher Per::∧::::ence; Trend AnalQ::∧::; *W men Fac¼l::Q
IDENTIFIERS- H∧::pan∧c Amer∧can S::¼den::::; *Te¤a::
The Te¤a:: Ad ∧:: rQ C mm∧::::ee n W men and M∧n r∧::Q Fac¼l::Q and
Pr fe::::∧ nal S::aff s ¼gh:: t iden::∧fQ s::ra::eg∧e:: tha::   ¼ld
increa::e the n¼mber f   men and m∧n r∧::Q fac¼l::Q and
pr fe::::∧ nal s::aff a:: in::::∧::¼::∧ n:: f h∧gher ed¼ca::∧ n in
Te¤a::. The   rk f the C mm∧::::ee a:: d∧ ∧ded in:: f ¼r
s¼bc mm∧::::ee::: (1) P∧pel∧ne/P l; (2) Recr¼∧::men::; (3)
Pr m ::∧ n; and (4) Re::en::∧ n. Am ng the P∧pel∧ne/P l
s¼bc mm∧::::ee':: rec mmenda::∧ n::   ere: increa::e n¼mber f Black
and H∧::pan∧c s::¼den:::: t reach in::::∧::¼::∧ nal m∧n r∧::Q
enr llmen:: and re::en::∧ n g al::, e¤pand c llab ra::∧ e K-12
par::ner::h∧p:: t prepare m∧n r∧::Q s::¼den:::: f r c llege, impr e
tran::fer ra::e:: fr m t -Qear t f ¼r-Qear c llege::, and
s∧mpl∧fQ f∧nanc∧al a∧d appl∧ca::∧ n sQ::::em. Rec mmenda::∧ n::
regard∧ng fac¼l::Q recr¼∧::men:: incl¼ded: c mm¼n∧ca::e the s::a::e'::
c mm∧::men:: t d∧ er::∧::Q, recr¼∧:: f r fac¼l::Q a:: h∧:: r∧callQ
Black c llege:: and un∧ er::∧::∧e::, and pr ∧de pr fe::::∧ nal
pp r::¼n∧::∧e:: f r neÑlQ h∧red m∧n r∧::∧e::. Am ng rec mmenda::∧ n::
c ncern∧ng   men fac¼l::Q and s::aff pr m ::∧ n ere: increa::e
men:: r∧ng, ffer fac¼l::Q de el pmen:: pr gram:: in effec::∧ e

agenda p Λn::::, a gender c mmẌnΛca::Λ n:: qẌΛΛ, sẌgge::::Λ n:: f r r le plaQΛng, a lΛ:::: f s::ra::egQ er Λe p Λn::::, and e alẌa::Λ n tΛp::. Al:: inclẌded are t p::Λ nal e¤ercΛ::e::; ne dealΛng Λ::h the "chΛllQ cla::::r m" and the ::her Λ::h gender i::::Ẍe::. Par:: 2 dΛ::cẌ::::e:: h t rec gnΛΛe and deal Λ::h ineqẌΛ::able and inad er::en:: beha Λ r::, and the effec:: f dΛfferen::Λal trea::men::. I:: sẌgge:::: aQ:: t arm up a chΛllQ clΛma::e and t help teacher:: bec me m re effec::Λ e. Al:: inclẌded are t checklΛ:::: t a::::e:::: facẌl::Q member beha Λ r; a hẌm r Ẍ:: ne n h t dΛ::c Ẍrage men fr m par::ΛcΛpa::Λng in cla:::: and the ::her lΛ::::Λng ten aQ:: t enc Ẍrage men t talk in cla::::. (C n::aΛn:: 31 reference n ::e:: and 14 sẌgge::::ed readΛng::.) (CH)

ED 408 928 HE 030 273

SpannΛng the Cha::m: C rp ra::e and AcademΛc C pera::Λ n T Impr e W rk-F rce Prepara::Λ n. Ta::k F rce n HΛgh-Perf rmance W rk and W rker::: The AcademΛc C nnec::Λ n.
PUB DATE- Jan 97
NOTE- 61p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC03 PlẌ:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- *BẌ::Λne:::: Re::p n::ΛbΛlΛ::Q; C rp ra::e SẌpp r::; C rp ra::Λ n::; *EdẌca::Λ n W rk Rela::Λ n::hΛp; EdẌca::Λ nal A::::e::::men::; Empl Qmen:: QẌalΛfΛca::Λ n::; E¤cellence in EdẌca::Λ n; GradẌa::e SẌr eQ::; HΛgher EdẌca::Λ n; J b SkΛll::; Lab r F rce De el pmen::; OẌ::c me:: f EdẌca::Λ n; *Par::ner::hΛp:: in EdẌca::Λ n; Rele ance (EdẌca::Λ n); *R le f EdẌca::Λ n; *Sch l BẌ::Λne:::: Rela::Λ n::hΛp; Sch l Effec::Λ ene::::; ScΛence and S cΛe::Q; S::Ẍden:: De el pmen::; S::Ẍden:: E alẌa::Λ n; Techn l gΛcal LΛ::eracQ

ThΛ:: s::ẌdQ, c ndẌc::ed bQ a ta::k f rce tha:: in::er Λeñed c rp ra::e and campẌ:: ffΛcΛal:: a:: 10 c rp ra::Λ n:: and 12 unΛ er::Λ::Λe:: and c llege:: dẌrΛng 1994-96, e¤amΛned h ell undergradẌa::e, gradẌa::e, and pr fe::::Λ nal s::Ẍden:::: in the UnΛ::ed S::a::e:: are beΛng prepared t mee:: the demand:: f the m dern hΛgh-perf rmance rkplace. The s::ẌdQ f Ẍnd c nflΛc::Λng vΛeñ::. BẌ::Λne:::: leader:: sañ hΛgher edẌca::Λ n pr fe::::Λ nal:: a:: beΛng un ΛllΛng t change in anQ tΛme frame, h ldΛng narr vΛeñ:: f academΛc dΛ::cΛplΛne::, faΛlΛng t c n::Λder career need::, e¤pec::Λng sẌpp r:: Λ::h Ẍ:: acc Ẍn::abΛlΛ::Q, and pera::Λng ineffΛcΛen::lQ. AcademΛc re::p nden::::, n the ::her hand, c mplaΛned tha:: bẌ::Λne:::: leader:: pr p ::ed makΛng maj r change:: in sh r:: tΛme frame::, pr Λded vagẌe de::crΛp::Λ n:: f the skΛll:: theQ s Ẍgh:: in neñ empl Qee::, sen:: inc n::Λ::::en:: me::::age::, faΛled t under::::and the dΛfference be::ñeen edẌca::Λ n and traΛnΛng, and ere t f cẌ::ed n pr fΛ::. The rep r:: ffer:: sample qẌ ::e:: fr m c rp ra::e re::p nden::::, pe ple n campẌ::, and recen:: gradẌa::e::. I:: sẌgge:::: se eral m del:: f r be::::er c pera::Λ n be::ñeen the t sec:: r::. Appended t the rep r:: i:: a lΛ:::: f the BẌ::Λne::::-HΛgher EdẌca::Λ n F rẌm member::. (CH)

ED 408 929 HE 030 274

McC rmΛck, Ale¤ander C.; Carr ll, C. DennΛ::
Tran::fer Beha Λ r am ng BegΛnnΛng P ::::::ec ndarQ S::Ẍden::::: 1989-94. P ::::::ec ndarQ EdẌca::Λ n De::crΛp::Λ e AnalQ::Λ:: Rep r::::. S::a::Λ::::Λcal AnalQ::Λ:: Rep r::.
SPONS. AGENCY- Na::Λ nal Cen::er f r EdẌca::Λ n S::a::Λ::::Λc:: (ED), Wa::hΛng:: n, DC.
PUB DATE- JẌn 97
NOTE- 89p.
LANGUAGE- EnglΛ::h

models and viewing experiences were statistically significant. (Contains 27 references.) (AEF)

ED 408 945 IR 018 358

Pailliotet, Ann Watts
Quests toward Cohesion: Connecting Advertisements and Classroom Reading through Visual Literacy.
PUB DATE- Jan 97
NOTE- 10p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; *Cognitive Processes; Communication (Thought Transfer); *Critical Thinking; Educational Media; Evaluation Methods; *Instructional Materials; Learning Activities; *Literacy; *Printed Materials; Text Structure; Textbooks; *Visual Literacy
IDENTIFIERS- *Textual Analysis

Connecting visual and print literacies in the classroom can bridge distances in students' experiences, because all literacies are complementary and interdependent. This article discusses the rationale for connecting students' communication experiences in and out of classrooms to foster relevant literacies needed in contemporary society. Next it identifies common literacy principles, textual structures, and reader processes that print advertisements and content area texts. It then explains an analytic method called Deep Viewing, which consists of three levels--literal observation, interpretation and evaluation/application--that can be applied to both types of texts. The following code categories that guide viewers through interpretive and applied/evaluation levels of Deep Viewing are described: sequence and structure; semes and forms; language and discourse; proxemics and spacing; culture and contexts; and effects and production. Twenty-two additional classroom activities to connect and extend students' literacies are offered. Finally, the benefits of connecting literacy principles, textual structures, and reader processes through the use of print advertisements and academic texts are discussed. These include: (1) students demonstrate high levels of motivation, interest, and social interaction; (2) following initial analysis, new critical insights are fostered during subsequent readings of academic texts; (3) student curiosity may be sparked, which can lead to self-initiated learning; and (4) students are assisted in forging cohesive understandings and developing sound literacy strategies for all modern media and communication environments. (Contains 24 references.) (AEF)

ED 408 946 IR 018 359

Cramton, Elizabeth; Kissick, Beverlee R.
Old Dad and Edna St. Vincent Millay: Tools For Humanizing the Visual.
PUB DATE- Jan 97
NOTE- 5p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

NOTE- 7p.; In: VΛ∷Λ nQꝁe∷∷: J ꝁrneQ∷ t ard VΛ∷ꝁal LΛ∷eracQ. Selec∷ed ReadΛng∷ fr m the Annꝁal C nference f the In∷erna∷Λ nal VΛ∷ꝁal LΛ∷eracQ A∷∷ cΛa∷Λ n (28∷h, CheQenne, WQ mΛng, Oc∷ ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Plꝁ∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - Re∷earch/TechnΛcal (143),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- C mpꝁ∷er LΛ∷eracQ; *CꝁrrΛcꝁlꝁm De el pmen∷; Depar∷men∷∷; De∷k∷ p PꝁblΛ∷hΛng; Feedback; General Edꝁca∷Λ n; HΛgher Edꝁca∷Λ n; Inf rma∷Λ n Techn l gQ; In∷∷rꝁc∷Λ nal De el pmen∷; LΛberal Ar∷∷; *Need∷ A∷∷e∷∷men∷; PΛl ∷ Pr jec∷∷; *VΛ∷ꝁal LearnΛng; *VΛ∷ꝁal LΛ∷eracQ
IDENTIFIERS- *BrΛgham Y ꝁng UnΛ er∷Λ∷Q UT; *C ꝁr∷e De el pmen∷; Cr ∷∷ DΛ∷cΛplΛne Edꝁca∷Λ n; Mꝁl∷ΛmedΛa Techn l gQ; Prac∷Λ∷Λ ner∷

Cꝁrren∷ re∷earch a∷ BrΛgham Y ꝁng UnΛ er∷Λ∷Q (BYU) de∷ermΛned tha∷ ba∷Λc vΛ∷ꝁal lΛ∷eracQ in∷∷rꝁc∷Λ n i∷ needed in dΛ∷cΛplΛne∷ ꝁ∷∷Λde f the ar∷∷. F ll Λng a need∷ a∷∷e∷∷men∷ sꝁr eQ f BYU'∷ 83 depar∷men∷∷, an h n r∷ general edꝁca∷Λ n Ar∷∷ and Le∷∷er∷ c ꝁr∷e in vΛ∷ꝁal lΛ∷eracQ a∷ pΛl ∷ed in the 1996 Λn∷er seme∷∷er. Lec∷ꝁre∷ ere pre∷en∷ed bQ fꝁll-∷Λme, par∷-tΛme, and re∷Λred facꝁl∷Q hΛle the de∷k∷ p pꝁblΛ∷hΛng and mꝁl∷ΛmedΛa pr dꝁc∷Λ n a∷ taꝁgh∷ bQ fꝁll-∷Λme rkΛng pr fe∷∷Λ nal∷. S∷ꝁden∷∷ ga e the c ꝁr∷e an e¤cellen∷ ra∷Λng. An ∷her sꝁr eQ, c mbΛned Λ∷h per∷ nal in∷er ΛeÑ∷, a∷ admΛnΛ∷∷ered t the c llege∷ f Nꝁr∷Λng, EngΛneerΛng, S cΛal and FamΛlQ ScΛence∷, Bꝁ∷Λne∷∷, and FΛne Ar∷∷ and C mmꝁnΛca∷Λ n∷ t de∷ermΛne the le el f imp r∷ance f vΛ∷ꝁal lΛ∷eracQ and the le el f pr fΛcΛencQ needed f r the dΛfferen∷ dΛ∷cΛplΛne∷. S∷a∷Λ∷∷Λcal analQ∷Λ∷ f the da∷a re ealed vΛ∷ꝁal lΛ∷eracQ t be s me ha∷ imp r∷an∷ acr ∷∷ all the dΛ∷cΛplΛne∷ and iden∷ΛfΛed an in∷ermedΛa∷ed le el f pr fΛcΛencQ a∷ needed bQ s∷ꝁden∷∷ in all fΛ e f the c llege∷. I∷ a∷ c nclꝁded tha∷ a vΛ∷ꝁallQ lΛ∷era∷e per∷ n sh ꝁld be able t : (1) in∷erpre∷, under∷∷and, and apprecΛa∷e the meanΛng f vΛ∷ꝁal me∷∷age∷; (2) c mmꝁnΛca∷e m re effec∷Λ elQ thr ꝁgh applQΛng the ba∷Λc prΛncΛple∷ and c ncep∷∷ f vΛ∷ꝁal de∷Λgn; (3) pr dꝁce vΛ∷ꝁal me∷∷age∷ u∷Λng the c mpꝁ∷er and ∷her techn l gQ; and (4) u∷e vΛ∷ꝁal thΛnkΛng t c ncep∷ꝁalΛΛe s lꝁ∷Λ n∷ t pr blem∷. The s∷ꝁdQ al∷ indΛca∷ed tha∷ e en th ꝁgh gΛ Λng s∷ꝁden∷∷ indΛ Λdꝁal feedback a∷ verQ lab r- in∷en∷Λ e, i∷ a∷ crΛ∷Λcal t the learnΛng e¤perΛence. (AEF)

ED 408 964 IR 018 377

DQk∷∷ra, Jeanne; DQk∷∷ra, Frank E.
ImagerQ and SQnec∷Λc∷ f r M delΛng P e∷rQ WrΛ∷Λng.
PUB DATE- Jan 97
NOTE- 4p.; In: VΛ∷Λ nQꝁe∷∷: J ꝁrneQ∷ t ard VΛ∷ꝁal LΛ∷eracQ. Selec∷ed ReadΛng∷ fr m the Annꝁal C nference f the In∷erna∷Λ nal VΛ∷ꝁal LΛ∷eracQ A∷∷ cΛa∷Λ n (28∷h, CheQenne, WQ mΛng, Oc∷ ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Plꝁ∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - De∷crΛp∷Λ e (Pr gram/Pr jec∷ De∷crΛp∷Λ n∷) (141),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- C gnΛ∷Λ e Pr ce∷∷e∷; *Crea∷Λ e ThΛnkΛng; *Crea∷Λ e WrΛ∷Λng; De∷crΛp∷Λ e WrΛ∷Λng; Elemen∷arQ Sec ndarQ Edꝁca∷Λ n; FΛgꝁra∷Λ e Langꝁage; *ImagerQ; In∷∷rꝁc∷Λ nal Inn a∷Λ n; In∷r dꝁc∷ rQ C ꝁr∷e∷; *Me∷aph r∷; *P e∷rQ; PꝁblΛc Sch l∷; ReadΛng Al ꝁd t O∷her∷; TeachΛng Me∷h d∷
IDENTIFIERS- *Anal gQ

SQnec∷Λc∷ i∷ the u∷e f thΛnkΛng in me∷aph r∷, r fΛgꝁra∷Λ e

County courthouse; (8) providing photographs and information for school projects; (9) restoring the Walking Tour for the town of Cody; (10) efforts in acquiring artifacts, materials, photographs and information for the Centennial display; (11) informational kiosks erected at sites around the town; (12) a video production of Cody's first 100 years; (13) a Web site; and (14) historical markers for the Northfork Highway (road to Yellowstone National Park). (AEF)

ED 408 982 IR 018 395

Stanley, Ethel D.
Visual Learning in Field Biology.
PUB DATE- Jan 97
NOTE- 5p.; In: Vision Quest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; Experiential Learning; *Field Instruction; Higher Education; *Information Processing; Instructional Design; *Observational Learning; Pictorial Stimuli; Problems; *Skill Development; Student Experience; Undergraduate Students; *Visual Learning; Visual Literacy; Visual Stimuli
IDENTIFIERS- Visual Communication

Visual learning has long been recognized as an integral process in educating biology undergraduates, who must develop specific visual skills and knowledge in order to communicate and work in the essentially visual culture shared by practicing biologists. Student experiences with field observations and the development and application of verbal/visual language in the field setting are often problematic, however. One way of improving the design of field experiences in biology is to consider the kinds of visual tasks that are required for learning. For example, organism identification deals with individual variation among living specimens, which often requires active assessment of visually complicated information; experienced biologists use some subsets of this information to shorten the identification process. When students depend on a single image or on a photograph or drawing or a "typical" example to identify a specimen, they may be unable to deal with the diversity within a population of similar specimens. Other complications for beginners are limited observation time in the field and the image familiarity demanded by the field manual and dichotomous key. The ability to identify an object requires more than general familiarity of forms, but also judgments based on reexamination of the nature of that familiarity. Field studies that incorporate collaborative investigations may provide this kind of practice. (Contains 12 references.) (AEF)

ED 408 983 IR 018 396

Silverstein, Ora. N. Asael
Imagery, Concept Formation and Creativity--From Past to Future.
PUB DATE- Jan 97
NOTE- 9p.; In: Vision Quest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353. Some of the text is missing.

AprΛl, 1996. Da::a ere c llec::ed fr m each f the pr jec:: c mp nen:::: (Pr jec:: Managemen::, the C mm½nΛca::Λ n:: and Re:: ½rce:: ClearΛngh ½::e, RegΛ nal Par::ner::hΛp::, and the Teacher Ed½ca::Λ n AllΛance) thr ½gh rΛ::::en s½r eQ::, teleph ne in::er Λe ::, rec rd da::a, and c llec::Λ n f d c½men:::: and ar::Λfac::::. In sec::Λ n 1 f the rep r::, the pr jec:: ac::Λ Λ::Q i:: s½mmarΛΛed in term:: f i:::: g al::, hΛch f c½:: n: in::::r½c::Λ nal ma::erΛal::, infra::::r½c::½re de el pmen::, traΛnΛng and technΛcal s½pp r::, inf rma::Λ n sQ::::em::, and pre::er Λce teacher ed½ca::Λ n. Sec::Λ n 2 pre::en:::: e al½a::Λ n da::a bQ the na::Λ nal g al:: f r s::a::e Λde pr jec::::, incl½dΛng infra::::r½c::½re de el pmen::, under::er ed learner::, in::::r½c::Λ n, pr fe::::Λ nal de el pmen::. C ncl½::Λ n:: are pr Λded in sec::Λ n 3 and sec::Λ n 4 c n::aΛn:: appendΛce::. Table::, fΛg½re::, and rela::ed d c½men:::: make up thΛ:: sec::Λ n, incl½dΛng: m½l::ΛmedΛa pr jec::::, e¤emplarQ applΛca::Λ n::, regΛ nal par::ner::hΛp::, I a C mm½nΛca::Λ n Ne:: rk (ICN) and In::erne:: c nnec::Λ n::, traΛnΛng and technΛcal s½pp r::, inf rma::Λ n sQ::::em::, pre::er Λce teacher ed½ca::Λ n, and Na::Λ nal E al½a::Λ n G al:: and IndΛca:: r::. (AEF)

ED 409 001 IR 018 415

Ma½::hak, NancQ J., Ed.; And O::her::
EncQcl pedΛa f DΛ::::ance Ed½ca::Λ n Re::earch in I a. Sec nd EdΛ::Λ n.
SPONS. AGENCY- OffΛce f Ed½ca::Λ nal Re::earch and Impr emen:: (ED), Wa::hΛng:: n, DC.
PUB DATE- J½n 97
NOTE- 249p.; F r the fΛr:::: edΛ::Λ n, see ED 388 314.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC10 Pl½:: P ::::age.
PUB TYPE- Inf rma::Λ n AnalQ::e::/S::a::e- f¬::he-ar:: Ma::erΛal:: (070),Reference Ma::erΛal:: - General (130),Rep r:::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- *C mp½::er A::::Λ::::ed In::::r½c::Λ n; *C mp½::er MedΛa::ed C mm½nΛca::Λ n; *DΛ::::ance Ed½ca::Λ n; Ed½ca::Λ nal Need::; *Ed½ca::Λ nal Re::earch; Elemen::arQ Sec ndarQ Ed½ca::Λ n; HΛgher Ed½ca::Λ n; In::::r½c::Λ nal Inn a::Λ n; Pr fe::::Λ nal De el pmen::; Sec ndarQ Ed½ca::Λ n; S::½den:: A::::Λ::½de::; Teacher A::::Λ::½de::; Teacher Ed½ca::Λ n; TeachΛng Me::h d::
IDENTIFIERS- *I a

ThΛ:: d c½men:: i:: a re:: ½rce f r dΛ::::ance ed½ca::Λ n re::earch in I a, incl½dΛng inf rma::Λ n n de el pΛng, implemen::Λng, and admΛnΛ::::erΛng dΛ::::ance ed½ca::Λ n sQ::::em::. ThΛ:: sec nd edΛ::Λ n c n::aΛn:: the rΛgΛnal 16 re::earch paper:: p½blΛ::hed pre Λ ½::lQ, a:: ell a:: 8 addΛ::Λ nal, m re recen:: re::earch ::½dΛe::. The fΛr:::: sec::Λ n de::crΛbe:: dΛ::::ance ed½ca::Λ n in I a, the I a C mm½nΛca::Λ n:: Ne:: rk (ICN), the I a DΛ::::ance Ed½ca::Λ n AllΛance, and the re::earch plan. The sec nd sec::Λ n c n::aΛn:: the re::earch ar::Λcle::, dΛ Λded acc rdΛng t the f ll Λng headΛng::: (1) "Ad p::Λ n f an Inn a::Λ n"; (2) "K-12 Teacher A::::Λ::½de:: T ard DΛ::::ance Ed½ca::Λ n"; (3) "The K-12 DΛ::::ance Ed½ca::Λ n E¤perΛence"; and (4) "DΛ::::ance Ed½ca::Λ n in P ::::::ec ndarQ In::::Λ::½::Λ n::." Re::earch ar::Λcle t pΛc:: incl½de: ½::e f the ICN; teacher::' traΛnΛng; teacher a::::Λ::½de::; a::::e::::men:: f pr gram implemen::a::Λ n, learnΛng need:: and c ½r::e perf rmance; teacher a::::Λ::½de:: and change; telec mm½nΛca::Λ n::-a::::Λ::::ed in::::r½c::Λ n in famΛlQ/c n::½mer scΛence::, m½::Λc, HIV/AIDS ed½ca::Λ n, and f reΛgn lang½age; c n::::r½c::Λ Λ::::-ba::ed dΛ::::ance ed½ca::Λ n en Λr nmen::::; ICN ½::e f r sec ndarQ agrΛc½l::½re and m½::Λc in::::r½c::Λ n; in::::r½c::Λ nal ad p::Λ n f the In::erne::; c pera::Λ e learnΛng Λ::h in::erac::Λ e m½l::ΛmedΛa; teacher and ::½den:: percep::Λ n:: f effec::Λ e in::::r½c::Λ nal me::h d::; vΛr::½al fΛeld e¤perΛence; dem graphΛc:: and inn a::Λ n

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Computer Mediated Communication; Electronic Libraries; Hypermedia; Information Dissemination; Information Needs; *Information Networks; *Internet; *Library Development; *Library Services; Multimedia Materials; Online Systems; Problems; Program Development; Program Implementation; Public Libraries; Technological Advancements; User Needs (Information); Users (Information)
IDENTIFIERS- *Cambridge Public Library MA; *Technology Integration; Technology Plans

This report provides a step-by-step look at defining, planning, implementing, operating, and supporting Internet service for library patrons. Experts from the Cambridge (Massachusetts) Public Library share their experiences pioneering a high-speed, graphical Internet service that supports the full range of multimedia materials available across the Internet. Their experiences help prepare other libraries for patrons' diverse questions, the support required, and the problems that will be encountered. The guide also looks at the broader contexts in which library Internet service is evolving--particularly networking efforts by library consortia, by school systems, and by local and state governments. Topics include: determining which services to support; establishing the overall dimensions of an Internet effort that makes sense to each individual library; setting reasonable goals; detailed planning, system design, and budgeting issues; and implementing Internet service and operating that service on an ongoing basis. Appendices include selected handouts from the Cambridge Public Library and a chronology of the Cambridge Project with selected press clippings. Numerous checklists and worksheets, a topical bibliography and resource listing, list of acronyms, and index are provided. (Author/SWC)

ED 409 019 IR 056 411

Managing School Libraries in Elementary and Secondary Schools. Revised.
PUB DATE- 92
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Copyrights; Elementary Secondary Education; Fair Use (Copyrights); Information Skills; *Learning Resources Centers; *Library Administration; Library Facilities; Library Funding; Library Material Selection; Library Materials; Library Personnel; *Library Planning; *Library Role; Library Services; Public Schools; *School Libraries; State Government
IDENTIFIERS- Idaho State Department of Education

The school library has long been recognized as an integral part of any school system. It plays a vital role in the total instructional program at all grade levels, and provides students and teachers with access to the world of knowledge. The school library is not only a source of materials necessary to support the basic curriculum of the school, but also provides resource materials for enrichment in every area of the students' interests. This manual contains background, dΛ:::rΛc:: admΛnΛ:::ra::Λ e ser Λce::. A tΛme::able f r the 1996-97 a:::e:::men:: and in:::r¥c::Λ n:: f r c mple::Λng unΛ:: rep r::: are then pre::en::ed, f ll ñed bQ a lΛ::: f PJC'::11 s::ra::egΛc g al:: f r the perΛ d fr m 1992-93 t 1997-98. An e¤::en::Λ e appendΛ¤ pr Λde:: blank and sample a:::e:::men:: rep r:: f rm:: and a 1996 rep r:: n PJC':: g al, bjec::Λ e, and indΛca:: r s::a::emen:::. ThΛ:: rep r:: incl¥de:: the c llege':: phΛl :: phQ and mΛ:::Λ n s::a::emen:::; a lΛ::: f s::ra::egΛc g al::; and de::crΛp::Λ n:: f the g al::, bjec::Λ e::, and indΛca:: r:: in the f ll Λng 16 f¥nc::Λ n area::: admΛ:::Λ n::, c¥rrΛc¥lar c mple::Λ n req¥Λremen:::, c¥rrΛc¥l¥m, c mm¥nΛ::Q pr gram::, fac¥l::Q q¥alΛ::Q and de el pmen::, learnΛng re:: ¥rce::, in:::r¥c::Λ nal s¥pp r::, c mp¥::er re:: ¥rce::, rganΛΛa::Λ n and admΛnΛ:::ra::Λ n, fΛnancΛal re:: ¥rce::, phQ::Λcal re:: ¥rce::, gran:::, in:::r¥c::Λ nal effec::Λ ene:::, in:::Λ::¥::Λ nal ad ancemen::, in:::Λ::¥::Λ nal re::earch, and s::¥den:: de el pmen:: ser Λce::. (BCY)

ED 409 037 JC 970 338

B Qer, Pa¥l
Na::Λ e AmerΛcan C llege::: Pr gre::: and Pr ::pec:::. A SpecΛal Rep r::.
PUB DATE- 97
NOTE- 132p.; F r the rΛgΛnal rep r::, see ED 311 990.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Pl¥:: P :::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),Inf rma::Λ n AnalQ::e::/S::a::e- f-::he-ar:: Ma::erΛal:: (070)
DESCRIPTORS- *AmerΛcan IndΛan C¥l::¥re; *AmerΛcan IndΛan Ed¥ca::Λ n; AmerΛcan IndΛan HΛ::: rQ; *C llege AdmΛnΛ:::ra::Λ n; *C llege R le; C¥l::¥ral Ed¥ca::Λ n; Ed¥ca::Λ nal HΛ::: rQ; Ed¥ca::Λ nal Impr emen::; Ed¥ca::Λ nal Objec::Λ e::; HΛgher Ed¥ca::Λ n; *In:::Λ::¥::Λ nal Charac::erΛ:::Λc::; P :::::ec ndarQ Ed¥ca::Λ n; Sch l C mm¥nΛ::Q Rela::Λ n::hΛp; S cΛal Ac::Λ n; *TrΛballQ C n::r lled Ed¥ca::Λ n; T Year C llege::
IDENTIFIERS- *Na::Λ e AmerΛcan::

Upda::Λng a 1989 rep r:: n the s::a::¥:: f trΛballQ c n::r lled c llege:: in the UnΛ::ed S::a::e::, thΛ:: m n graph de::crΛbe:: the hΛ::: rQ and charac::erΛ:::Λc:: f the trΛbal c llege m emen:: and pre::en::: rec mmenda::Λ n:: f r the c llege::. An in::r d¥c::Λ n pr Λde:: a brΛef hΛ::: rQ f trΛbal c llege:: and n ::e:: f ¥r c mm n charac::erΛ:::Λc::: theQ e:::ablΛ::h a learnΛng en Λr nmen:: tha:: enc ¥rage:: par::ΛcΛpa::Λ n and b¥Λld:: self-c nfΛdence in s::¥den::: h ha e c me t vΛe faΛl¥re a:: the n rm; theQ celebra::e and help s¥:::aΛn Na::Λ e AmerΛcan tradΛ::Λ n::; theQ pr Λde e:::en::Λal c mm¥nΛ::Q ser Λce::; and theQ ser e a:: cen::er:: f r re::earch and sch lar::hΛp. Chap::er 1 then trace:: the hΛ::: rQ f Na::Λ e AmerΛcan "mΛ::-ed¥ca::Λ n," n ::Λng the nega::Λ e r le plaQed in the pa::: bQ b ardΛng sch l::, and chap::er 2 re Λeñ:: the rΛgΛnal need:: f r e:::ablΛ::hΛng trΛbal c llege::, incl¥dΛng l c llege par::ΛcΛpa::Λ n and grad¥a::Λ n ra::e:: am ng Na::Λ e AmerΛcan::. Chap::er 3 pr Λde:: an er Λe f the 27 e¤Λ:::Λng trΛbal c llege::, de::crΛbΛng g ernance, c¥rrΛc¥l¥m, in:::r¥c::Λ n, s::¥den:::, facΛlΛ::Λe::, f¥ndΛng, and in::erc llege c pera::Λ n. Chap::er 4 dΛ::c¥:::e:: ::::¥e:: affec::Λng re::er a::Λ n:: t pr Λde a c n::e::: in hΛch the c llege:: pera::e, f c¥::Λng n ec n mΛc emp ermen::, eff r::: t reb¥Λld tradΛ::Λ n::, and heal::h care. Chap::er 5 de::crΛbe:: the r le tha:: the c llege:: plaQ t brΛng ab ¥:: f¥ndamen::al change n re::er a::Λ n::, hΛghlΛgh::Λng eff r::: t ser e s::¥den:::, reb¥Λld c¥l::¥re::, and s::reng::hen c mm¥nΛ::Λe::. FΛnallQ, chap::er 6 pre::en::: 10 rec mmenda::Λ n:: f r en::¥rΛng ed¥ca::Λ nal q¥alΛ::Q and trΛbal rene al. A lΛ::: f trΛballQ c n::r lled c llege:: Λ:: appended. (HAA)

Comparative Financial Statistics for Public Two-Year Colleges: FY 1995 Peer Group Sample.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; Association of Community Coll. Trustees, Annandale, Va.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 97
NOTE- 83p.; For a related report containing national quartiles, see JC 970 372; for the peer and national reports for 1994, see JC 970 369-370.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Educational Finance; Enrollment; *Expenditure per Student; Expenditures; Financial Support; *Institutional Student Costs; National Norms; National Surveys; *Peer Institutions; *Public Colleges; Tables (Data); Teacher Student Ratio ; *Two Year Colleges

Comparative financial information derived from a national sample of 405 two-year colleges is presented in this report for fiscal year 1994-95, including data for the national sample and for 6groups of peer institutions. The first section provides introductory information on the annual study, discussing the study sample and the use of study findings, while the second describes limitations of the study with respect to data extrapolation and institutional comparability and explains calculations and definitions. The next section provides a table of institutional participation by state and region, followed by guidelines for developing comparative analyses related to institutional revenues, expenditures, staffing, outcomes ratios, and student characteristics. The next two sections provide data on revenues by source and expenditures by function for the national sample, multi-campus districts, and single-college districts by size (i.e., peer group), presenting tables for credit full-time equivalent (FTE) students and credit and noncredit FTE students. Staffing is then addressed, presenting data on credit FTE students per FTE staff, unduplicated student headcount per FTE staff, and FTE staff and part-time staff as a percentage of FTE staff. Next, selected ratios showing staffing patterns, service areas, appropriations, space and scholarships per student, and budgetary and physical plant information are provided. Finally, data are provided on student characteristics for the national sample, multi-campus districts, and peer groups. Appendixes provide additional information on methodology, the questionnaire, and a list of participating colleges/peer groups. (BCY)

ED 409 056 JC 970 372

Meeker, Bradley
Comparative Financial Statistics for Public Two-Year Colleges: FY 1995 National Sample.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; Association of Community Coll. Trustees, Annandale, Va.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 96
NOTE- 43p.; For a more detailed report, see JC 970 371; for the peer and national reports for 1994, see JC 970 369-370.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

program areas: (1) Head Start program overview; (2) funding facts; (3) program year 1993-1994 activities; and (4) agency specific information. The Head Start program overview describes the background and mission of the Head Start program; its administration; outcomes of longitudinal studies concerning program benefits; program design options; core components of its health services, including medical, dental, mental health, and nutrition; its educational components, including the Child Development Associate (CDA) credential; the parental involvement component; the social services component; eligibility requirements; addressing children with disabilities; performance standards and quality assurance; and volunteer hours. The funding facts section presents funding philosophy, the census and funding formula, Head Start/Early Education bonding, a table of funding history, Head Start Innovative Grants, and recipients of 1994-1995 Head Start Innovative Grants. The program year 1993-1994 activities section describes the Minnesota Head Start Collaboration Project (CORNERSTONE) and annual survey results of Head Start agencies. The agency specific section provides a map of Head Start grantee and service areas, a Minnesota Head Start directory, and Minnesota statutes pertaining to Head Start in 1992 and 1993. (SD)

ED 409 075 PS 024 193

Mann, Peter B., Ed.
Sesame Street Research: A 20th Anniversary Symposium (Princeton, New Jersey, November 4, 1989).
PUB DATE- 90
NOTE- 98p.; Most of studies addressed are cited in "Sesame Street Research Bibliography."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Research; Evaluation Utilization; Foreign Countries; Formative Evaluation; Longitudinal Studies; *Self Evaluation (Groups)
IDENTIFIERS- Childrens Television Workshop NY; Portugal; Saudi Arabia; *Sesame Street; Turkey

A research agenda has been at the core of "Sesame Street" and other Children's Television Workshop (CTW) educational projects since inception. This collection of presentations, from a symposium honoring the twentieth anniversary of Sesame Street's debut on national television, addresses research's role in the series, describing how research is used during preliminary development of shows, continues during production, and also measurement of a new program's success as a teaching tool. The collection's contents are: (1) "Prologue" (David Britt); (2) "Welcome" (Gregory R. Anrig); (3) "Beginnings" (Gerald Lesser); (4) "Creating CTW's Research Arm" (Edward L. Palmer); (5) "The First Evaluation" (Samuel Ball); (6) "Subsequent Research" (Gerald Lesser); (7) "Cognitive Effects of Sesame Street" (Daniel R. Anderson); (8) "Social and Emotional Effects of Sesame Street" (Aimee Dorr); (9) "Message Design Issues in Sesame Street" (Milton Chen); (10) "Current Research" (Keith Mielke); (11) "Longitudinal Study of Sesame Street Effects, Part I" (Aletha Huston); (12) "Longitudinal Effects of Sesame Street Effects, Part II" (John Wright); (13) "Educational Effects of Sesame Street Home Videos" (Mabel Rice); (14) "Continuing Evolution of the Sesame Street Curriculum: The Role of Formative Evaluation" (Valeria Lovelace); (15) "Other Current Studies" (Keith Mielke); (16) "International Research" (Gerald Lesser); (17) "Introductory Remarks" (Lutrelle Horne);

Kindergarten Children; Primary Education; Program Effectiveness; Program Evaluation; Student Adjustment
IDENTIFIERS- Wisconsin

This study examined the effectiveness and efficiency with which the Chippewa Falls Area Unified School District (Wisconsin) addressed the needs of its diverse student population, focusing on the At-Risk Kindergarten Program implemented by the school district in 1992. The program serves a selected segment of the kindergarten population in an all-day, every-day program which included a 1:15 maximum adult-child ratio to address the developmental and instructional needs of at-risk kindergarteners. The purpose of this study was to determine how effective the current program is, to explore options for the program, and to draw conclusions about the program. The methods used to gather this information included discussions with the two At-Risk Kindergarten teachers and the superintendent of schools, surveys completed by parents, observations of students, and review of each child's progress. The findings highlighted the absolute necessity of individual and small-group instruction. Both teachers were found to be effective even though their styles of teaching differed, and the program was positively impacted by Instructional Assistants and Resource Specialists who supplied individual instruction to the children. Other findings included: (1) the same expectations were placed on at-risk children as on non-at-risk children; (2) instructional pacing was quicker in non-at-risk kindergarten classes than at-risk classes; and (3) the adjustment of the at-risk child to regular primary classes was often overwhelming for the student. (Includes copies of the questionnaires given to both staff and parents.) (DCP)

ED 409 095 PS 025 514

Chambers, Bette; And Others
The Challenges of Implementing Success for All in a Canadian Context.
PUB DATE- Mar 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Intervention; Elementary Education; *Elementary School Students; Foreign Countries; *High Risk Students; Learning Disabilities; Program Effectiveness; *Program Evaluation; *Reading Achievement; Self Concept
IDENTIFIERS- Quebec (Montreal); *Success for All Program

This study examined the implementation of an early intervention program, Success for All (SFA), in elementary schools in Montreal, Quebec, Canada. A total of 543 at-risk students from four elementary schools participated in the study, with three schools serving as controls and one as the experimental site. Students completed achievement measures, reading tests, and a self-concept measure before and after the intervention. The SFA intervention was introduced in two stages, beginning with students in kindergarten through grade 3 in February 1995 and later including students in grades 4-6 in September 1995. All students were posttested on the corresponding pretest measures in the spring of 1996. Complete data on 128 experimental and 136 control students were considered for analysis. Analyses indicated that students in the SFA intervention program performed significantly better than control students on reading and self-concept measures. Students with special needs (mainly

PUB TYPE- Reference Ma※erΛal※ - DΛrec※ rΛe※/Ca※al g※ (132),Rep r※※ - De※crΛp※Λ e (Pr gram/Pr jec※ De※crΛp※Λ n※) (141)
DESCRIPTORS- *ChΛld De el pmen※; C mm½nΛ※Q Cen※er※; Dem n※※ra※Λ n Pr gram※; *EarlQ ChΛldh d Ed½ca※Λ n; Ed½ca※Λ nal Re※earch; Ed½ca※Λ nal Tele Λ※Λ n; Pr gram De※crΛp※Λ n※; Re※earch and De el pmen※; Re※earch and De el pmen※ Cen※er※; Re※earch Pr jec※※; *Y ½ng ChΛldren
IDENTIFIERS- Pr jec※ Head S※ar※

The Na※Λ nal In※※Λ※½※e n EarlQ ChΛldh d De el pmen※ and Ed½ca※Λ n (ECI) a※ e※※ablΛ※hed bQ the U.S. Depar※men※ f Ed½ca※Λ n t carrQ ½※ a c mprehen※Λ e pr gram f re※earch, de el pmen※, and dΛ※※emΛna※Λ n t impr e Q ½ng chΛldren'※ learnΛng and de el pmen※. ThΛ※ dΛrec※ rQ c n※aΛn※ inf rma※Λ n n the pr gram※ and pr jec※※ f½nded bQ ECI in fΛ※cal Qear 1997. The dΛrec※ rQ'※ 10 sec※Λ n※ are: (1) "Ab ½※ the In※※Λ※½※e," hΛch de※crΛbe※ the In※※Λ※½※e'※ rΛgΛn※ and mΛ※※Λ n; (2) "The In※※Λ※½※e Cen※er※ Pr gram," hΛch dΛ※c½※※e※ a pr gram and pr jec※ de※Λgned t pr Λde a s※able f ½nda※Λ n f r l ng-※erm re※earch and de el pmen※ n the c re chΛld de el pmen※ i※※½e※; (3) "FΛeld-InΛ※Λa※ed S※½dΛe※ Pr gram," hΛch de※crΛbe※ a pr gram and pr jec※※ tha※ pr Λde a※※Λ※※ance t a varΛe※Q f in※※Λ※½※Λ n※, rganΛΛa※Λ n※, and indΛ Λd½al※ f r ed½ca※Λ nal re※earch and dem n※※ra※Λ n pr jec※※ rela※ed t the In※※Λ※½※e'※ mΛ※※Λ n; (4) "21※※ Cen※½rQ C mm½nΛ※Q LearnΛng Cen※er※ Pr gram," hΛch de※crΛbe※ a pr gram and pr jec※※ tha※ s½pp r※ rk in r½ral and inner cΛ※Q l cal ed½ca※Λ n agencΛe※ t enable them t plan, implemen※, and e¤pand c mm½nΛ※Q learnΛng cen※er※; (5) "The In※※Λ※½※e'※ Sp n※ red Pr jec※※ Pr gram," hΛch dΛ※c½※※e※ a pr gram and pr jec※※ s½pp r※Λng re※earch eff r※※ f immedΛa※e need tha※ c½※ acr ※※ the in※ere※※※ f ne r m re in※※Λ※½※e※ r federal agencΛe※; (6) "ReadQ-T -Learn Tele Λ※Λ n," hΛch de※crΛbe※ a pr gram t pr Λde a※※Λ※※ance f r the de el pmen※ f ed½ca※Λ nal and in※※r½c※Λ nal vΛde pr grammΛng f r pre※ch l and elemen※arQ sch l chΛldren and theΛr paren※※; (7) "Jeffer※ n C ½n※Q'※ Pr jec※ J½mp S※ar※," hΛch de※crΛbe※ a pr gram de※Λgned t s½pp r※ a dΛ※※rΛc※- Λde pr gram t c rdΛna※e e¤Λ※※Λng TΛ※le I, l cal ed½ca※Λ n pr gram※, and Head S※ar※ ser Λce※; (8) "ECI C n※ac※ DΛrec※ rQ," hΛch lΛ※※ s※aff member※' teleph ne n½mber※ and emaΛl addre※※e※; (9) "S※a※e LΛ※※Λng f Pr jec※※"; and (10) "Alphabe※Λcal LΛ※※Λng f Pr jec※※ bQ OrganΛΛa※Λ n." (LPP)

ED 409 113 PS 025 615

Ta※ker, FΛ na L.; G l mb k, S½※an
Gr Λng Up in a Le※bΛan FamΛlQ: Effec※※ n ChΛld De el pmen※.
PUB DATE- 97
NOTE- 194p.
LANGUAGE- EnglΛ※h
EDRS PrΛce- D c½men※ N ※ A aΛlable fr m EDRS.
PUB TYPE- B k※ (010)
DESCRIPTORS- ChΛld RearΛng; Em ※Λ nal De el pmen※; FamΛlQ Charac※erΛ※※Λc※; FamΛlQ Rela※Λ n※hΛp; FamΛlQ S※r½c※½re; Fa※herle※※ FamΛlQ; *H m ※e¤½alΛ※Q; *IndΛ Λd½al De el pmen※; In※erper※ nal Rela※Λ n※hΛp; *Le※bΛanΛ※m; *M ※her※; One Paren※ FamΛlQ; *Paren※ ChΛld Rela※Λ n※hΛp; *Paren※ Infl½ence; Se¤½al Iden※Λ※Q; S cΛal Adj½※※men※
IDENTIFIERS- *ChΛldren f H m ※e¤½al Paren※※; H m ※e¤½al Paren※※

Opp nen※※ f the legal rec gnΛ※Λ n f h m ※e¤½al unΛ n※ ha e ba※ed theΛr arg½men※※ in par※ n the premΛ※e tha※ chΛldren br ½gh※ up bQ paren※※ f the same se¤ face sΛgnΛfΛcan※ s cΛal and p※Qch l gΛcal dΛ※ad an※age※. Pre※en※Λng a l ngΛ※½dΛnal s※½dQ f 25 chΛldren raΛ※ed in le※bΛan m ※her famΛlΛe※, and a c mparΛ※ n gr ½p raΛ※ed bQ sΛngle he※er ※e¤½al m ※her※, thΛ※

area may be more important than population density for student achievement. It is noted that rural/suburban schools do more with less than any other category. Study 4 was descriptive in nature and outlined differences between location categories for various measures of financial ability and financial effort. Contains 20 references and 11 data tables and figures. (SV)

ED 409 129 RC 020 500

Berman, Dene S.; Davis-Berman, Jennifer
Training Adventure Therapists: A Mental Health Perspective.
PUB DATE- 93
NOTE- 17p.; Paper presented at the Bradford Institute on American Outdoors (Martinsville, IN, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adventure Education; *At Risk Persons; Educational Needs; Higher Education; Mental Health; Models; Outdoor Education; *Qualifications; *Risk; Standards; *Therapists
IDENTIFIERS- *Adventure Therapy; *Training Needs

This paper presents a model for determining appropriate provider qualifications in a variety of adventure settings, in which adventure-based activities are used, but particularly the qualifications and training needs of adventure therapists. The model is based on the premise that the skill and educational needs of providers increase with the physical and emotional risk associated with adventure activities, with the increased needs of participants, and with program goals. Adventure-based activities are utilized with a variety of populations ranging from emotionally healthy to emotionally unstable. Program goals can reflect recreation, education/enrichment, adjunctive, or therapeutic goals, which require different levels of skills in providers. This model suggests that many people will have the basic educational and technical background needed to provide services to low-risk populations, who are engaged in recreational or educational activities with little or no risk. Few providers will have the requisite education and skill levels to work with high-risk populations, to lead potentially dangerous activities, or to pursue the goal of providing therapy. Strategies for ensuring that providers have all the skills needed for a given situation include partnerships between mental health professionals and experiential educators, cross-training for the two groups, and hybrid training that aims at synthesis. Figures illustrating the model are included. (LP)

ED 409 130 RC 021 044

Teaching and Learning. IDRA Focus.
PUB DATE- Apr 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Bilingual Education Programs; Computer Uses in Education; Early Childhood Education; *Educational Equity (Finance); *Educational Technology; Elementary Secondary Education; *Emergent Literacy; Finance Reform; Language Minorities; *Reading Instruction; *Reading Motivation; Reading Readiness; Reading Strategies; Reflective Teaching; Student Teachers; Teacher Education

the th ꝁ::and:: f h me::::ead sch l:: tha:: 80 Qear:: ag d ::::ed the e::::ern praΛrΛe::, nearlQ all ha e dΛ::appeared, and m :::: f th ::e remaΛnΛng ha e fallen t rꝁΛn. The 60 ph :: graph:: in thΛ:: b k d cꝁmen:: remaΛn:: f praΛrΛe sch lh ꝁ::e:: and h me::::ead s::rꝁc::ꝁre:: in Wa::hΛng:: n, Oreg n, M n::ana, C l rad , Ne ada, Ne Me¤Λc , N r::h Dak ::a, S ꝁ::h Dak ::a, and Nebra::ka. C n::aΛn:: a bΛblΛ graphQ. (LP)

ED 409 146 RC 021 097

Clegg, Lꝁ::her BrQan, Ed.
The Emp::Q Sch lh ꝁ::e: Mem rΛe:: f One-R m Te¤a:: Sch l::. The Cen::ennΛal SerΛe:: f the A:::: cΛa::Λ n f F rmer S::ꝁden::::, Te¤a:: A&M UnΛ er::Λ::Q, Nꝁmber 68.
PUB DATE- 97
NOTE- 244p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D cꝁmen:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),HΛ:::: rΛcal Ma::erΛal:: (060),Rep r:::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- Edꝁca::Λ nal HΛ:::: rQ; Edꝁca::Λ nal Prac::Λce::; Elemen::arQ Sec ndarQ Edꝁca::Λ n; FamΛlQ LΛfe; HΛgher Edꝁca::Λ n; *One Teacher Sch l::; Oral HΛ:::: rQ; PrΛmarQ S ꝁrce::; RemΛnΛ::cence; Rꝁral Edꝁca::Λ n; *Rꝁral Sch l::; Sch l C mmꝁnΛ::Q Rela::Λ n::hΛp; Small Sch l::; *S::ꝁden:: E¤perΛence; Teacher Edꝁca::Λ n; Teacher S::ꝁden:: Rela::Λ n::hΛp; *TeachΛng E¤perΛence
IDENTIFIERS- *Teacher C mmꝁnΛ::Q Rela::Λ n::hΛp; *Te¤a:: (We::::)

ThΛ:: b k rela::e:: the e¤perΛence:: f s::ꝁden:::: and teacher:: h spen:: theΛr daQ:: in ne- and t -r m sch lh ꝁ::e:: in We:::: Te¤a:: dꝁrΛng the fΛr:::: half f the 20::h cen::ꝁrQ. The b k i:: ba::ed n in::er ΛeÑ:: Λ::h 77 pe ple and i:: dΛ Λded in:: t sec::Λ n::: s::ꝁden:: rec llec::Λ n:: and teacher::' mem rΛe::. F rmer s::ꝁden:::: reflec:: n sch l facΛlΛ::Λe::, the hard::hΛp:: theQ endꝁred tra elΛng t sch l, theΛr rela::Λ n::hΛp Λ::h teacher::, sch l dΛ::cΛplΛne p lΛcΛe::, rece:::: and recrea::Λ n, and famΛlQ lΛfe. F rmer teacher:: remΛnΛ::ce ab ꝁ:: theΛr n edꝁca::Λ n, teachΛng me::h d::, cꝁrrΛcꝁlꝁm, theΛr rela::Λ n::hΛp Λ::h s::ꝁden::::, and theΛr s::a::ꝁ:: in the c mmꝁnΛ::Q. Rꝁral sch l:: in We:::: Te¤a:: ere c n::r lled bQ trꝁ::::ee::, and sch l:: fꝁnc::Λ ned a:: the cen::er f edꝁca::Λ nal, s cΛal, p lΛ::Λcal, and relΛgΛ ꝁ:: ac::Λ Λ::Q. Sch l se::::Λ n:: ere f::en irregꝁlar and ba::ed n the a aΛlabΛlΛ::Q f fꝁnd:: f r a teacher r n the ea::her and farm rk. CꝁrrΛcꝁlꝁm reflec::ed the valꝁe:: f a rꝁral s cΛe::Q, Λ::h empha::Λ:: placed n readΛng, spellΛng, hand rΛ::Λng, and arΛ::hme::Λc, a:: ell a:: m ral upbrΛngΛng. F r m :::: s::ꝁden:::: and teacher::, ge::::Λng t sch l a:: an rdeal: manQ alked se eral mΛle:: r r de h r::e:: r mꝁle::. Freqꝁen::lQ, teacher:: ere b arder::, sharΛng a r m and s me::Λme:: a bed Λ::h a s::ranger. In addΛ::Λ n, teacher:: ere f::en e¤pec::ed t help the h :::: famΛlQ Λ::h c kΛng, chΛld care, and h ꝁ::eh ld ch re::. The rΛ::e and fall f the rꝁral sch l in We:::: Te¤a:: reflec::ed the rΛ::e and fall f p pꝁla::Λ n pa::::ern::. A:: pe ple se::::led the area, m re sch l:: ere needed. WΛ::h the c mΛng f aꝁ:: m bΛle:: and mechanΛΛa::Λ n, small sch l dΛ::::rΛc:::: ere n l nger nece::::arQ and the m e t ard c n:: lΛda::Λ n began. Inclꝁde:: ph :: graph::, a selec::ed bΛblΛ graphQ, inf rma::Λ n n in::er Λe ee::, and an inde¤. (LP)

ED 409 147 RC 021 098

A Sꝁr eQ f TΛmber Impac::ed Sch l:: and C mmꝁnΛ::Λe:: in S ꝁ::hea:::: Ala::ka.
PUB DATE- 97
NOTE- 29p.

ED 409 163 SE 060 297

Yamamoto, Karen N.
Against All Odds: Tales of Survival of the Foundational Approaches in Science Teaching (FAST) Project.
PUB DATE- 27 Mar 97
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Change; Educational Resources; Educational Strategies; Evaluation; High Schools; Innovation; Intermediate Grades; Middle Schools; *Professional Development; Science Course Improvement Projects; *Science Curriculum; Teaching Methods
IDENTIFIERS- *Foundational Approaches in Science Teaching

The Foundational Approaches in Science Teaching (FAST) is an interdisciplinary science program that began as a curriculum reform effort in the mid-1960s. This historical study provides insights into the FAST project and contributes to an understanding of the dynamics of survival of curricular and instructional innovations. Data collection methods included document analysis, interviews, and observations. Topics highlighted in the results include resources for curriculum development and professional development, the FAST curriculum development process, FAST professional development strategies, and FAST and educational reform. It was concluded that in effect, the FAST project survived because it had the organizational support of an extremely stable lab school research-based unit, steady state funding, highly qualified personnel, and time to plan and craft finely tuned innovative curriculum materials for middle school students and teachers. The analysis of the changes made over the past 30 years in the program's curricular and instructional strategies indicate the extent to which the project responded not only to feedback from the teachers but also to various reform movements in science education. The significance of the study is also discussed. Appendices contain curriculum design and conceptual framework. Contains 31 references. (JRH)

ED 409 164 SE 060 306

Gobert, Janice; Discenna, Jennifer
The Relationship between Students' Epistemologies and Model-Based Reasoning.
SPONS. AGENCY- National Academy of Education, Washington, D.C.
PUB DATE- 28 Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Concept Formation; *Epistemology; Generalization; Grade 9; High Schools; Inferences; Instructional Materials; Learning Strategies; Models; Problem Solving; Science Instruction
IDENTIFIERS- *Knowledge

Models and modeling are frequently used as instructional tools in science education to convey important information concerning transition from both mathematics and science. A decrease in the degree to which teachers push students to achieve had a positive effect on student progress, and an increase in the level of autonomy granted to students and their parents to choose courses had a negative effect on student performance. There would appear to be a need for supplemental programming during the transition between middle and high school levels. Several policy interventions are suggested for consideration. Contains 48 references. (PVD)

ED 409 184 SE 060 345

O'Neill, D. Kevin
Bluffing Their Way into Science: Analyzing Students' Appropriation of the Research Article Genre.
PUB DATE- Apr 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Content Area Writing; *Discourse Modes; Educational Innovation; High School Students; Intermediate Grades; Literary Devices; Literary Genres; Middle Schools; Problem Solving; *Research Papers (Students); *Science Education; Science Process Skills; Secondary Education; Writing (Composition)
IDENTIFIERS- Middle School Students

This paper reports on research in the analysis of high school and middle school students' appropriation of the Research Article genre in science classes. The appropriation of this rhetorical form is proposed as a measure of students' understanding of adult argumentative practice in science and the effectiveness of a learning environment in supporting the development of this understanding. An important part of this research has been the development of a coding scheme to enable the comparison of genre appropriation patterns across a large number of texts from a variety of school and curricular settings. The coding scheme produces a series of numerical scores to indicate such things as students' fulfillment of the standard rhetorical moves of scientific research articles, the rhetorical persona that students project, and the ways in which they use sources and authorities to support argument. Because the analysis of genre appropriation is a relatively non-invasive way of conducting research (when compared to survey instruments, for example), this method can provide a useful tool for reformers to compare outcomes from iterations or conditions of curricular experiments aimed at developing students' understanding of adult persuasive practices in the sciences. Contains 16 references. (Author/NB)

ED 409 185 SE 060 346

Vollmer, Natalie
Helping in Mathematics Group Work: Supporting and Disturbing Cooperation.
PUB DATE- Mar 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Biology; Cytology; *Diseases; Elementary Secondary Education; *Health Education; *Science Activities; *Science Curriculum; Teaching Guides; Viruses

This book is the first curriculum developed to bring cutting edge research on the HIV virus into science classrooms. The book and video are coordinated to provide a range of learning opportunities--labs, activities, readings, model design, guided discussions and, in the video, a way to see research in action. Both the book and video emphasize the human side of HIV--the focus of researchers, the work of clinicians, the battles fought by HIV-infected people--to make the science behind this infection real for students. Fundamental areas of biology and health education covered include cell biology, general virus and HIV structure, immune system function and HIV infection, the latest drug therapeutics, and infection prevention. This curriculum integrates the science of HIV with prevention education, can expand upon a biology or health curriculum, includes reproducible student activity pages with illustrations and electron micrographs, gives teachers background information and presentation strategies, presents current information on HIV diagnostic testing and therapeutic drugs, and examines the global impact of the AIDS pandemic. The video features animations of the complex concepts contained within the book, interviews with leading scientists and health care workers, compelling stories of adolescents living with HIV, and prevention strategies. (JRH)

ED 409 208 SE 060 455

Henderson, Kelly
Beetles, Beechnuts, and Behavior: Using Nature-based Activities To Develop Social Skills.
PUB DATE- Apr 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (Salt Lake City, UT, April, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animals; Concept Formation; Educational Strategies; Elementary Secondary Education; *Interpersonal Competence; Knowledge Representation; Learning Strategies; Science Curriculum; Science Programs; *Skill Development
IDENTIFIERS- *Humane Education

This paper describes an instructional method designed to increase opportunities for students to learn and practice appropriate social skills. The strategies for development and implementation of such structured programs of nature-based and animal-based activities are based in part on a pilot program in three urban elementary and middle schools. Discussions on the nature of the importance of social skills, nature-based instruction, the strength of the animal-human bond, and establishing a structured program of animal-based and nature-based activities are presented. The variables to be considered in establishing such a program of humane education include administrative and logistical support, instruction, animals, plants, and the level of involvement or roles of those who participate. A list of resources is provided containing contact points in humane education organizations and other related here." Contains 42 references. (EH)

ED 409 231 SO 027 078

Goldman, Roger; And Others
Teaching about the Bill of Rights in Elementary and Middle School Classrooms: A Resource Guide for Lawyers, Law Students, and Classroom Teachers.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- Jul 91
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship; *Citizenship Education; Civics; Civil Law; *Civil Liberties; Civil Rights; *Constitutional History; *Constitutional Law; Educational Resources; Elementary Education; *Elementary School Curriculum; Instructional Materials; Junior High Schools; Justice; *Law Related Education; Middle Schools; Social Studies; Teaching Guides
IDENTIFIERS- *Bill of Rights

This guide is to help lawyers and law students work with young students and classroom teachers to integrate lessons on the Bill of Rights into the regular classroom program. Suggestions are given on adapting the lessons for learning disabled, hearing impaired, and gifted students. Lesson plans contain objectives, key concepts and vocabulary, notes for the lawyer or law student, notes for the classroom teacher, and student activities. Information on evaluating the program, additional resources, glossary, and appendices complete the text. The 11 lessons with grade level include: (1) "A Special Birthday Party" (K-1); (2) "Rights in Rogerson" (K-3); (3) "Rights and Responsibilities" (2-3); (4) "The Case of North Harmony Middle School" (4-5); (5) "The Case of New Trend Middle School" (4-5); (6) "The Camp Watchem Cases" (4-5 or 6-8); (7) "The Case of Tech High" (6-8); (8) "The Case of Sports and the Constitution" (6-8); (9) "A New System of Criminal Justice" (6-8); (10) "Right to Die Cases" (6-8); and (11) "Discrimination Cases" (6-8). The volume also contains an assessment of the program, suggested additional resources, a glossary, and two appendices. (EH)

ED 409 232 SO 027 149

Carlson, Elizabeth B.; Weikart, Phyllis S.
Guide to "Rhythmically Moving."
PUB DATE- 96
NOTE- 61p.; Recordings not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Activities; Elementary Secondary Education; Folk Culture; Movement Education; Multicultural Education; *Music Activities; *Music Education; *Rhythm (Music); Teaching Guides

This guide accompanies a series of recordings called "Rhythmically Moving." The series of nine recordings is a rare collection of international folk music designed to aid students as they learn to develop basic timing and musicianship. This guide helps the user of the series to receive maximum benefit from the first of the recordings (RM1). Using the information

ED 409 255 SO 028 341

WΛldman, JꝞl; SchꝞmacher, LenΛ
Ar∷ and Archae l gQ.
PUB DATE- 97
NOTE- 132p.; P ∷∷er∷ n ∷ a aΛlable fr m EDRS.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01 PlꝞ∷ P ∷∷age. PC N ∷ A aΛlable fr m EDRS.
PUB TYPE- GꝞΛde∷/Me∷h d∷/TechnΛqꝞe∷ (F r Prac∷Λ∷Λ ner∷) - Cla∷∷r m U∷e - TeachΛng GꝞΛde∷ (F r Teacher) (052)
DESCRIPTORS- AncΛen∷ HΛ∷∷ rQ; *Archae l gQ; *Ar∷; Ar∷ EdꝞca∷Λ n; CrΛ∷Λcal ThΛnkΛng; CrΛ∷Λcal VΛeÑΛng; Elemen∷arQ Sec ndarQ EdꝞca∷Λ n; F reΛgn C Ꝟn∷rΛe∷; S cΛal S∷ꝞdΛe∷; TeachΛng GꝞΛde∷; VΛ∷Ꝟal Ar∷∷
IDENTIFIERS- Ca e PaΛn∷Λng∷; Cel∷Λc CΛ ΛlΛΛa∷Λ n; ChΛne∷e CΛ ΛlΛΛa∷Λ n; EgQp∷Λan ArchΛ∷ec∷Ꝟre; EgQp∷Λan Ar∷; Greek ArchΛ∷ec∷Ꝟre; Greek Ar∷; NΛle RΛ er; P mpeΛΛ; QΛn DQna∷∷Q; R man ArchΛ∷ec∷Ꝟre; R man Ar∷

OrganΛΛed in eΛgh∷ chap∷er∷, thΛ∷ in∷erdΛ∷cΛplΛnarQ re∷ Ꝟrce packe∷ hΛghlΛgh∷∷ the rela∷Λ n∷hΛp be∷ñeen ar∷ and archae l gQ. Chap∷er 1 pre∷en∷∷ the v cabꝞlarQ and se eral in∷r dꝞc∷ rQ ac∷Λ Λ∷Λe∷ tha∷ prepare s∷Ꝟden∷∷ t par∷ΛcΛpa∷e in the sꝞb∷eqꝞen∷ chap∷er∷. The∷e chap∷er∷ f cꝞ∷ n (2) "La∷caꝞ¤ Ca e PaΛn∷Λng∷"; (3) "LΛfe Al ng the NΛle" (ancΛen∷ Greece); (4) "The FΛr∷∷ Emper r f ChΛna" (QΛn ShΛ HꝞangdΛ); (5) "Aegean W nder∷" (ancΛen∷ Greece); (6) "P mpeΛΛ"; (7) "Cel∷Λc LegacΛe∷" (Cel∷ pe ple h lΛ ed in varΛ Ꝟ∷ area∷ f EꝞr pe, al∷ kn n a∷ "Kel∷ Λ" r "GaꝞl∷"); and (8) "Crea∷e an E¤hΛbΛ∷." Backgr Ꝟnd inf rma∷Λ n i∷ pr Λded. Each le∷∷ n c n∷aΛn∷ bjec∷Λ e∷, lΛ∷∷ f ma∷erΛal∷, v cabꝞlarQ, dΛ∷cꝞ∷∷Λ n qꝞe∷∷Λ n∷, ac∷Λ Λ∷Λe∷, and a∷∷e∷∷men∷ inf rma∷Λ n. The re∷ Ꝟrce kΛ∷ inclꝞde∷ 25 p ∷∷er image∷ tha∷ rela∷e t the le∷∷ n∷. DΛ∷cꝞ∷∷Λ n idea∷, ba∷ed n selec∷ed image∷ fr m the p ∷∷er∷, enc Ꝟrage crΛ∷Λcal vΛe Λng and crΛ∷Λcal thΛnkΛng. Repr dꝞc∷Λ n ma∷∷er∷ f s∷Ꝟden∷ rk∷hee∷∷ and gꝞΛde∷ are pr Λded. AppendΛce∷ inclꝞde the "Na∷Λ nal S∷andard∷ f r Ar∷ EdꝞca∷Λ n-VΛ∷Ꝟal Ar∷∷," a gl ∷∷arQ, inde¤, rela∷ed re∷ Ꝟrce∷, sꝞgge∷∷Λ n∷ f r fꝞr∷her readΛng, eb sΛ∷e∷, and ackn ledgmen∷∷. (MM)

ED 409 256 SO 028 342

Chalmer∷, F. Graeme
Celebra∷Λng PlꝞralΛ∷m: Ar∷, EdꝞca∷Λ n, and CꝞl∷Ꝟral DΛ er∷Λ∷Q. Occa∷Λ nal Paper 5.
PUB DATE- 96
NOTE- 107p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01 PlꝞ∷ P ∷∷age. PC N ∷ A aΛlable fr m EDRS.
PUB TYPE- Rep r∷∷ - De∷crΛp∷Λ e (Pr gram/Pr jec∷ De∷crΛp∷Λ n∷) (141)
DESCRIPTORS- *Ar∷ EdꝞca∷Λ n; *CꝞl∷Ꝟral PlꝞralΛ∷m; CꝞrrΛcꝞlꝞm De∷Λgn; CꝞrrΛcꝞlꝞm De el pmen∷; *DΛ∷cΛplΛne Ba∷ed Ar∷ EdꝞca∷Λ n; Elemen∷arQ Sec ndarQ EdꝞca∷Λ n; *MꝞl∷ΛcꝞl∷Ꝟral EdꝞca∷Λ n; VΛ∷Ꝟal Ar∷∷

Af∷er pr ΛdΛng a hΛ∷∷ rΛcal c n∷e∷∷ f r ar∷ edꝞca∷Λ n, thΛ∷ te∷∷ e¤pl re∷ the implΛca∷Λ n∷ f r ar∷ edꝞca∷Λ n fr m the br ad theme∷ f Ꝟnd in ar∷ acr ∷∷∷ the cꝞl∷Ꝟre∷. DΛ∷cꝞ∷∷Λ n∷ f cꝞ∷ n h ar∷ edꝞca∷Λ n pr gram∷ pr m ∷e cr ∷∷∷ cꝞl∷Ꝟral dΛ er∷Λ∷Q in ar∷, affΛrm and enhance self-e∷∷eem and prΛde in s∷Ꝟden∷∷' cꝞl∷Ꝟral herΛ∷age, and addre∷∷ i∷∷Ꝟe∷ f e∷hn cen∷rΛcΛ∷m, bΛa∷, s∷ere ∷QpΛng, prejꝞdΛce, dΛ∷crΛmΛna∷Λ n, and racΛ∷m. U∷Λng dΛ∷cΛplΛne-ba∷ed ar∷ edꝞca∷Λ n a∷ a frameñ rk, the paper e¤amΛne∷ e¤Λ∷∷Λng ar∷ edꝞca∷Λ n cꝞrrΛcꝞla and sꝞgge∷∷∷ aQ∷ t

aware than students of curriculum change, and the areas they discussed most were: new maths, mathematics in investigation, increased use of calculators, the end of Year 10 examinations, and new courses for Years 11 and 12. Teachers indicated both pre-service and in-service education had inadequately prepared them to implement curriculum changes. Both groups indicated the importance of the teacher's personality, the negative impact of prescribed teaching, and the role of rote learning. The questionnaire is appended. (Contains 21 references.) (Author/JLS)

ED 409 276 SP 037 380

Kandarakis, Helen M.
Learning and Learning Strategies: Perceptions of Ethnic Minority Students.
PUB DATE- Aug 96
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *Cognitive Style; Community Influence; *Cultural Background; Cultural Influences; *Ethnic Groups; Family Influence; Field Dependence Independence; Foreign Countries; High School Students; High Schools; *Learning Strategies; Limited English Speaking; Locus of Control; Minority Groups; Psychological Characteristics; *Self Evaluation (Individuals); Student Attitudes
IDENTIFIERS- *Quebec (Montreal)

This study examined ethnic minority students' reported learning strategies and how they used them to accommodate their perceived learning styles in relation to their educational and occupational goals. The experiences and perceptions of 129 (62 male, 57 female) Montreal (Canada) born grade 11 students of ethnic origin, whose mother-tongue and socio cultural background were other than English or French were surveyed. Eighty-two percent of the students revealed a learning profile of field independence, 77 percent had a low tolerance for experiences divergent from reality, 89 percent used reflection; 91 percent claimed high task persistence, 86 percent reported high anxiety regarding difficult tasks, and 81 percent accepted personal responsibility for success and failure. A majority felt that the teaching style of their teachers was not a match with their individual learning styles and a majority saw this as a reflection of cultural values. The results suggest that the apparent misalignment of teaching and learning styles and the absence of effective learning skills compromised optimal learning and the realization of aspirations by minority students. (Contains nine references.) (JLS)

ED 409 277 SP 037 381

Loving, Cathleen C.; Graham, Diane
Progressive Indicators of Student Teacher Development: A Local Generative Model Compared to Established State Proficiencies.
PUB DATE- Apr 97
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

end r::emen:: area f r the Qear:: 1972-1982, 1982-1994, and 1994-1996; and (4) a table fr m the 1995-96 ann½al rep r:: sh Λng da::a n n½mber:: f r end r::emen:: area and the 16 pr gram::. The 16 in:::Λ::½::Λ n:: incl½ded in the rep r:: are: Adam:: S::a::e C llege, C l rad ChrΛ:::Λan UnΛ er::Λ::Q, C l rad C llege, C l rad S::a::e UnΛ er::Λ::Q, F r:: Le Λ:: C llege, Me::r p lΛ::an S::a::e C llege, Me::a S::a::e C llege, RegΛ:: UnΛ er::Λ::Q, UnΛ er::Λ::Q f C l rad -B ½lder, UnΛ er::Λ::Q f C l rad -C l rad SprΛng::, UnΛ er::Λ::Q f C l rad -Den er, UnΛ er::Λ::Q f Den er, UnΛ er::Λ::Q f N r::hern C l rad , UnΛ er::Λ::Q f Ph enΛ¤, UnΛ er::Λ::Q f S ½::hern C l rad , and We:::ern S::a::e C llege. (ND)

ED 409 295 SP 037 420

LΛ Λng::: n, LQnn M.
The Land::cape Tran::f rmed: A Lañ-Rela::ed In::erdΛ::cΛplΛnarQ Appr ach t M½l::Λc½l::½ral Ed½ca::Λ n. A S::½dQ f r the KlΛngen:::eΛn Pr gram.
PUB DATE- 8 MaQ 95
NOTE- 101p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC05 Pl½:: P :::age.
PUB TYPE- G½Λde::/Me::h d::/TechnΛq½e:: (F r Prac::Λ::Λ ner::) - Cla:::r m U::e - TeachΛng G½Λde:: (F r Teacher) (052),Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141)
DESCRIPTORS- CΛ Λl LΛber::Λe::; CΛ Λl RΛgh:::; *C n:::r½c::Λ Λ::m (LearnΛng); C½l::½ral DΛfference::; C½rrΛc½l½m De el pmen::; Ed½ca::Λ nal PhΛl :: phQ; *En Λr nmen::al Ed½ca::Λ n; Gl bal Appr ach; H½manΛ:::Λc Ed½ca::Λ n; *In::egra::ed C½rrΛc½l½m; In::erdΛ::cΛplΛnarQ Appr ach; *La Rela::ed Ed½ca::Λ n; M del::; *M½l::Λc½l::½ral Ed½ca::Λ n; PrΛ a::e Sch l::; Q½e:::Λ nΛng TechnΛq½e::; Reflec::Λ e TeachΛng; Sec ndarQ Ed½ca::Λ n; TeachΛng G½Λde::

ThΛ:: pr jec:: paper f r the 1994-95 KlΛngen:::eΛn Fell :: Pr gram a:: Teacher:: C llege, C l½mbΛa UnΛ er::Λ::Q (Neñ Y rk), e¤amΛne:: the phΛl :: phΛcal and pedag gΛcal underpΛnnΛng:: f an in::erdΛ::cΛplΛnarQ la -rela::ed c½rrΛc½l½m f r sec ndarQ ::½den:::. The pr p ::ed in::erdΛ::cΛplΛnarQ la -rela::ed c½rrΛc½l½m f c½::e:: n i:::½e:: f h½man rΛgh:::, cΛ Λl lΛber::Λe:: and en Λr nmen::al j½:::Λce t ad ance m½l::Λc½l::½ral and gl bal per::pec::Λ e:: nece:::arQ f r cΛ::ΛΛen:: f the 21::: cen::½rQ. I::: g al:: are f r ::½den::: t be c mf r::able Λ::h c½l::½ral dΛ er::Λ::Q,   rk t achΛe e s cΛal j½:::Λce in::erna::Λ nallQ, and ad ance s cΛal incl½::Λ n f dΛ er::e gr ½p:: Λ::hΛn ½r pl½ralΛ:::Λc dem cracQ. The c½rrΛc½l½m i:: ba::ed n c n:::r½c::Λ Λ::: prΛncΛple:: and i:: in::ended t pr Λde ::½den::: pp r::½nΛ::Λe:: t e¤amΛne real-lΛfe pr blem:: in anch red in:::r½c::Λ nal sΛ::½a::Λ n::; t de el p reflec::Λ e skΛll::, a:::Λ::½de::, and val½e::; and t u::e theΛr in::ellec::½al kn ledge in m ral, e::hΛcal, r p lΛ::Λcal c n::e¤::::. Par:: 1 f thΛ:: paper pre::en::: the phΛl :: phΛcal and pedag gΛcal ra::Λ nale f r the pr p ::ed c½rrΛc½l½m. Par:: 2 ffer:: c½rrΛc½lar s½gge:::Λ n:: rganΛΛed ar ½nd e:::en::Λal q½e:::Λ n:: and s½gge:::ed readΛng:: f r a pr p ::ed H½man RΛgh::: and CΛ Λl LΛber::Λe:: c ½r::e ½::lΛne and a pr p ::ed En Λr nmen::al J½:::Λce c ½r::e. I:: al:: de::crΛbe:: specΛfΛc technΛq½e:: t enc ½rage c n:::r½c::Λ Λ::: inq½ΛrQ and implemen::a::Λ n f manQ f the pr p ::ed c½rrΛc½l½m s c mp nen::: a:: the FΛeld::: n Sch l, an independen:: sch l in Ne Y rk CΛ::Q. Sample ca::e ::½dΛe:: are appended. (C n::aΛn:: 60 reference::.) (JLS)

ED 409 296 SP 037 421

Ac::½arΛal Val½a::Λ n.

an autobiographical report on a study of an urban classroom during which the author developed his early techniques for qualitative research, including the partnership of the teacher (the influential participant observer) and the researcher (a non-participant observer). This section continues with observations on a personal experience in preparing the biography of Nora Barlow, the granddaughter of Charles Darwin. The second part of the presentation on "Learning To Do" focuses on a description and interpretation of several issues in curriculum, teaching, and learning. The teaching strategies and course activities of a three-semester sequence are described, taking students from an introduction to qualitative methods to dissertation research, followed by reactions from a former student to the action research curriculum. The paper concludes with several observations, including: the importance of qualitative research to the author's professional life; learning to do qualitative inquiry is a kind of long independent study; and developing an interrelated series--graduate course, seminar, and independent study and dissertation research--focused the author's teaching life and provided students with a major cumulative set of opportunities. (Contains 17 references.) (ND)

ED 409 315 SP 037 448

Gaffney, Patrick V.
A Study of Preservice Teachers' Beliefs about Various Issues and Myths Regarding the Use of Scholastic Corporal Punishment.
PUB DATE- May 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Corporal Punishment; Discipline; *Discipline Policy; *Due Process; Elementary Secondary Education; *Parent Rights; *Student Rights; Student School Relationship; *Teacher Attitudes
IDENTIFIERS- Florida; Preservice Teachers

Preservice teachers' beliefs about scholastic physical punishment are explored with regard to four issues: (1) administration of such punishment in schools; (2) providing students with procedural due process prior to the use of such punishment; (3) permitting the administration of such punishment only upon securing parental or guardian permission; and (4) the use or non-use of such punishment with one's own child. The second purpose of the study was to examine 143 preservice teachers' beliefs about 20 myths found in the periodical literature regarding the use of corporal punishment, and to test the reliability and validity of an instrument to measure beliefs about such myths. Analysis of the data revealed that most study participants were against permitting use of corporal punishment in the schools. Students who would allow the administration of scholastic physical punishment apparently also believed it should be allowed only after providing students with procedural due process protections and after securing parental or guardian permission. However, most participants would not administer physical punishment to their own children. Participants believed that physical punishment is both needed and administered only as a last resort, should be used rarely and only for serious problems, is disliked by all students, and should punish only those pupils who misbehave. Participants did not believe that corporal punishment teaches respect, leads to the development of character, deters aggression in students, or prepares pupils to live within a society that punishes those

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptive Testing; *Computer Assisted Testing; *Item Bias; *Regression (Statistics); Sample Size; *Statistical Distributions; *Test Format
IDENTIFIERS- *CATSIB Computer Program; Item Bias Detection; Power (Statistics); *Type I Errors

This paper investigates the performance of CATSIB (a modified version of the SIBTEST computer program) to assess differential item functioning (DIF) in the context of computerized adaptive testing (CAT). One of the distinguishing features of CATSIB is its theoretically built-in regression correction to control for the Type I error rates when the distributions of the reference and focal groups differ on the intended ability. This phenomenon is also called impact. The Type I error rate of CATSIB with the regression correction (WRC) was compared with that of CATSIB without the regression correction (WORC) to see if the regression correction was indeed effective. Also of interest was the power level of CATSIB after the regression correction. The subtest size was set at 25 items, and sample size, the impact level, and the amount of DIF were varied. Results show that the regression correction was very useful in controlling for the Type I error, CATSIB WORC had inflated observed Type I errors, especially when impact levels were high. The CATSIB WRC had observed Type I error rates very close to the nominal level of 0.05. The power rates of CATSIB WRC were impressive. As expected, the power increased as the sample size increased and as the amount of DIF increased. Even for small samples with high impact rates, power rates were 64% or higher for high DIF levels. For large samples, power rates were over 90% for high DIF levels. (Contains 12 tables and 7 references.) (Author/SLD)

ED 409 333   TM 026 783

van Til, Cita T.; And Others
Problem-based Learning Behavior: The Impact of Differences in Problem-Based Learning Style and Activity on Students' Achievement.
PUB DATE- Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Behavior Patterns; Cognitive Processes; *Cognitive Style; Foreign Countries; Higher Education; *Individual Differences; Learning Strategies; Medical Education; *Medical Students
IDENTIFIERS- *Problem Based Learning

Problem-based learning (PBL) as a new instructional method is becoming increasingly popular. PBL is hypothesized to have a number of advantages for learning because it applies insights from cognitive learning theory and it fosters a lifelong learning strategy. As in all learning programs there are individual differences between students. This study investigates individual differences in students' PBL behavior and its effect on achievement using 164 health sciences students in the Netherlands. PBL learning was measured using 24 vignettes of situational descriptions of PBL behavior. The

GallΛn, AlΛce
Independence and a Ne Par::ner::hΛp in Ca::h lΛc HΛgher Ed¼ca::Λ n.
PUB DATE- 96
NOTE- 178p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¼men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141)
DESCRIPTORS- AdmΛnΛ:::ra::Λ e Change; *Ca::h lΛc Sch l::; Change Agen:::; *Ch¼rch Rela::ed C llege::; C llege AdmΛnΛ:::ra::Λ n; C llege G ernΛng C ¼ncΛl::; *Ed¼ca::Λ nal Change; Fac¼l::Q C llege Rela::Λ n::hΛp; *G ernΛng B ard::; HΛgher Ed¼ca::Λ n; In:::Λ::¼::Λ nal A¼:: n mQ; LaQ Teacher::; Legal Pr blem::; *Tr¼:::ee::
IDENTIFIERS- C llege f Ne R chelle NY; F rdham UnΛ er::Λ::Q NY; M¼ndeleΛn C llege IL; SaΛn:: L ¼Λ:: UnΛ er::Λ::Q MO; SaΛn:: MΛchael:: C llege VT; UnΛ er::Λ::Q f N ::re Dame IN; UnΛ er::Λ::Q f P r::land OR

ThΛ:: b k de::crΛbe:: tran::Λ::Λ n:: a:: Ca::h lΛc c llege:: and unΛ er::Λ::Λe:: bQ hΛch g ernance a:: tran::ferred fr m the f ¼ndΛng relΛgΛ ¼:: c mm¼nΛ::Λe:: t b ard:: f m :::lQ laQ tr¼:::ee::. The b k u::e:: se en ca::e s::¼dΛe:: fr m: (1) the C llege f Ne R chelle (Neñ Y rk), (2) SaΛn:: L ¼Λ:: UnΛ er::Λ::Q (MΛ::: ¼rΛ), (3) the UnΛ er::Λ::Q f N ::re Dame (IndΛana), (4) M¼ndeleΛn C llege (IllΛn Λ::), (5) the UnΛ er::Λ::Q f P r::land (Oreg n), (6) SaΛn:: MΛchael':: C llege (Verm n::), and (7) F rdham UnΛ er::Λ::Q (Ne Y rk). The ca::e s::¼dΛe:: e¤amΛne, f r each in:::Λ::¼::Λ n, the pr ce::: f laΛcΛΛa::Λ n, the rea:: n:: f r the decΛ::Λ n t change, and the aQ:: in hΛch the ta::k a:: carrΛed ¼::. A separa::e chap::er f the b k i:: de ::ed t the legal i:::¼e::, b ::h cΛ Λl and can nΛcal, tha:: rela::e t s¼ch tran::fer::. WhΛle the shΛf:: in c n::r l cc¼rred in dΛfferen:: aQ:: n dΛfferen:: camp¼::e::, the b k n ::e:: se eral c mm n thread::, incl¼dΛng a de::Λre t impr e ed¼ca::Λ nal e¤cellence, t change the image f the in:::Λ::¼::Λ n, t sec¼re laQ par::ΛcΛpa::Λ n f r f¼nd-raΛ::Λng eff r:::, and t impr e decΛ::Λ n makΛng pr ce:::e:: and deal m re realΛ:::ΛcallQ Λ::h the sec¼lar rld and laQ fac¼l::Q and s::¼den:::. (C n::aΛn:: e:::en::Λ e reference n ::e::.) (CH)

ED 408 892   HE 030 208

ChΛ::nΛ::, S¼ma, Ed.; Al::bach, PhΛlΛp G., Ed.
HΛgher Ed¼ca::Λ n Ref rm in IndΛa: E¤perΛence and Per::pec::Λ e::.
PUB DATE- 93
NOTE- 438p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¼men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),C llec::ed W rk:: - General (020)
DESCRIPTORS- Acce::: t Ed¼ca::Λ n; Ad¼l:: Ed¼ca::Λ n; Ca:::e; *Ed¼ca::Λ nal Change; Ed¼ca::Λ nal Eq¼Λ::Q (FΛnance); Ed¼ca::Λ nal HΛ::: rQ; Ed¼ca::Λ nal Q¼alΛ::Q; Ed¼ca::Λ nal Trend::; Ed¼ca::Λ nallQ DΛ::ad an::aged; Female::; F reΛgn C ¼n::rΛe::; *HΛgher Ed¼ca::Λ n; MΛn rΛ::Q Gr ¼p::; Open UnΛ er::Λ::Λe::; OrganΛΛa::Λ nal Effec::Λ ene:::; Re::earch UnΛ er::Λ::Λe::; Techn l gQ Ed¼ca::Λ n; Trend AnalQ::Λ::; TrΛbe::; V ca::Λ nal Sch l::
IDENTIFIERS- *IndΛa

ThΛ:: c llec::Λ n f sΛ¤ e:::aQ:: and sΛ¤ ca::e s::¼dΛe:: analQΛe:: eff r::: a:: ref rm and the change:: tha:: ha e taken place in IndΛan hΛgher ed¼ca::Λ n   er the pa::: f ¼r decade::. The sΛ¤ e:::aQ:: de::crΛbe se eral inn a::Λ e and in::ere:::Λng pr gram:: and analQΛe keQ p lΛcQ area::. Af::er an in::r d¼c::Λ n bQ PhΛlΛp G. Al::bach and S¼ma ChΛ::nΛ::, tΛ::le:: incl¼de: (1) "The DΛlemma f Change in IndΛan HΛgher Ed¼ca::Λ n" (PhΛlΛp G. Al::bach); (2) "FΛnancΛng HΛgher Ed¼ca::Λ n in IndΛa" (JandhQala B. G. TΛlak);

teachΛng, pr Λde n-campꝟ∷ daQ care, and ffer admΛnΛ∷∷ra∷Λ e traΛnΛng in∷ern∷hΛp∷. FΛnallQ, rec mmenda∷Λ n∷ regardΛng re∷en∷Λ n f men and mΛn rΛ∷Q facꝟl∷Q and s∷aff inclꝟded increa∷Λng the empha∷Λ∷ n eqꝟΛ∷Q i∷∷ꝟe∷ and acc ꝟn∷abΛlΛ∷Q. IndΛ Λdꝟal sec∷Λ n∷ f r each sꝟbc mmΛ∷∷ee pr Λde a s∷a∷emen∷ f the pr blem, a re Λeñ f the lΛ∷era∷ꝟre, benchmark∷ acr ∷∷ the s∷a∷e and na∷Λ n, rec mmenda∷Λ n∷, and c nclꝟ∷Λ n∷. (JLS)

ED 408 910 HE 030 253

Enr llmen∷ F reca∷∷∷ 1997-2010. Te¤a∷ In∷∷Λ∷ꝟ∷Λ n∷ f HΛgher Edꝟca∷Λ n. S∷ꝟdQ Paper 27. Re Λ∷ed.
PUB DATE- Jan 97
NOTE- 64p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC03 Plꝟ∷ P ∷∷age.
PUB TYPE- NꝟmerΛcal/Qꝟan∷Λ∷a∷Λ e Da∷a (110)
DESCRIPTORS- C mmꝟnΛ∷Q C llege∷; Edꝟca∷Λ nal P lΛcQ; Enr llmen∷; Enr llmen∷ Inflꝟence∷; *Enr llmen∷ Pr jec∷Λ n∷; Enr llmen∷ Trend∷; HΛgher Edꝟca∷Λ n; L ng Range PlannΛng; PꝟblΛc P lΛcQ; *S∷a∷e UnΛ er∷Λ∷Λe∷; *S∷a∷eñΛde PlannΛng; TechnΛcal In∷∷Λ∷ꝟ∷e∷; T   Year C llege∷
IDENTIFIERS- *Te¤a∷

ThΛ∷ rep r∷ c n∷aΛn∷ enr llmen∷ pr jec∷Λ n∷ f r pꝟblΛc hΛgher edꝟca∷Λ n in Te¤a∷ fr m 1997 thr ꝟgh 2010. Ba∷ed n cꝟrren∷ p pꝟla∷Λ n pr jec∷Λ n∷ and recen∷ pa∷∷ern∷ in c llege and unΛ er∷Λ∷Q a∷∷endance, enr llmen∷ in Te¤a∷ in∷∷Λ∷ꝟ∷Λ n∷ i∷ e¤pec∷ed t reach ne mΛllΛ n bQ the Qear 2005. Enr llmen∷ in pꝟblΛc unΛ er∷Λ∷Λe∷ i∷ e¤pec∷ed t increa∷e appr ¤Λma∷elQ 3.14 percen∷ fr m 1995 t 2000, 3.99 percen∷ fr m 2000 t 2005, and 3.49 percen∷ fr m 2005 t 2010. One f the hΛghe∷∷ prΛ rΛ∷Λe∷ f Te¤a∷ hΛgher edꝟca∷Λ n i∷ t increa∷e mΛn rΛ∷Q repre∷en∷a∷Λ n thr ꝟgh enr llmen∷ and re∷en∷Λ n. I∷ i∷ pr jec∷ed tha∷ bQ the Qear 2010, HΛ∷panΛc and Black enr llmen∷ ra∷e∷ Λll be a∷ parΛ∷Q Λ∷h Angl /O∷her ra∷e∷ f r 1995. BQ 2010, the e∷hnΛc mΛ¤ f s∷ꝟden∷∷ enr lled in Te¤a∷ hΛgher edꝟca∷Λ n Λll appr ¤Λma∷e the e∷hnΛc mΛ¤ f r the general p pꝟla∷Λ n f Te¤an∷ in the same age range. Table∷ pr Λde de∷aΛl n: fall headc ꝟn∷ enr llmen∷ f reca∷∷∷ a∷ all in∷∷Λ∷ꝟ∷Λ n∷ f hΛgher edꝟca∷Λ n and a∷ Te¤a∷ pꝟblΛc unΛ er∷Λ∷Λe∷; enr llmen∷ f reca∷∷∷ and f reca∷∷ed change∷ f r c mmꝟnΛ∷Q c llege∷ and technΛcal c llege∷; fall re∷Λden∷ enr llmen∷ bQ age and e∷hnΛcΛ∷Q f r pꝟblΛc unΛ er∷Λ∷Λe∷ c mmꝟnΛ∷Q c llege∷, and technΛcal c llege∷; and fall enr llmen∷ bQ re∷Λden∷ and n nre∷Λden∷ s∷a∷ꝟ∷ f r pꝟblΛc unΛ er∷Λ∷Λe∷, c mmꝟnΛ∷Q c llege∷, and technΛcal c llege∷. (JLS)

ED 408 911 HE 030 254

AdmΛnΛ∷∷ra∷Λ e E¤pendΛ∷ꝟre∷ in Te¤a∷ PꝟblΛc UnΛ er∷Λ∷Λe∷, 1996.
PUB DATE- Dec 96
NOTE- 35p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC02 Plꝟ∷ P ∷∷age.
PUB TYPE- NꝟmerΛcal/Qꝟan∷Λ∷a∷Λ e Da∷a (110)
DESCRIPTORS- AdmΛnΛ∷∷ra∷ r∷; Bꝟdge∷Λng; *C llege AdmΛnΛ∷∷ra∷Λ n; C mmꝟnΛ∷Q C llege∷; C mpara∷Λ e AnalQ∷Λ∷; *E¤pendΛ∷ꝟre∷; FΛnancΛal AꝟdΛ∷∷; Graph∷; HΛgher Edꝟca∷Λ n; *PꝟblΛc C llege∷; *Re∷ ꝟrce All ca∷Λ n; SalarΛe∷; S∷a∷e AgencΛe∷; S∷a∷e C llege∷; S∷a∷e UnΛ er∷Λ∷Λe∷; S∷a∷eñΛde PlannΛng; Trend AnalQ∷Λ∷
IDENTIFIERS- *Te¤a∷

ThΛ∷ d cꝟmen∷ pre∷en∷∷ te¤∷ and graph∷ t pr Λde an   er Λe   f admΛnΛ∷∷ra∷Λ e e¤pendΛ∷ꝟre∷ in in∷∷Λ∷ꝟ∷Λ n∷ f hΛgher edꝟca∷Λ n in Te¤a∷. AdmΛnΛ∷∷ra∷Λ e e¤pendΛ∷ꝟre indΛca∷ r∷ a∷ Te¤a∷ pꝟblΛc

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; *Attendance Patterns; *College Attendance; College Credits; *College Transfer Students; *Community Colleges; Educational Mobility; Enrollment; Higher Education; Longitudinal Studies; National Surveys; Outcomes of Education; Public Colleges; Statistical Analysis; *Student Mobility; Transfer Students; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Beginning Postsecondary Students Long Study

This report analyzes patterns of undergraduate transfer behavior of students who entered postsecondary education during the academic year 1989-90. Data were derived from the spring 1994 follow-up of the 1990 Beginning Postsecondary Students Longitudinal Study. The report notes that attendance at multiple institutions is widespread: at 4-year institutions almost half of beginning students enrolled elsewhere within 5 years, although only 25 percent transferred; and at community colleges, 25 percent were identified as working toward a bachelor's degree. The report data, which are summarized in 9 figures and 28 tables, and the discussion cover the following areas: (1) definition of transfer; (2) the general phenomenon of attendance at multiple institutions; (3) transfer activity in general; (4) transfer from 4-year institutions; (5) transfer from public 2-year to 4-year institutions; and (5) transfer activities, controlling for background. Three appendixes provide reference tables, a glossary, and technical notes and methodology. (Contains 12 references.) (CH)

ED 408 930 HE 030 275

Reuben, Julie A.
The Making of the Modern University: Intellectual Transformation and the Marginalization of Morality.
PUB DATE- 96
NOTE- 363p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Change Agents; Educational Change; Educational Environment; *Educational History; *Educational Philosophy; Educational Principles; Educational Trends; *Ethics; Foundations of Education; Higher Education; Historians; Moral Development; *Moral Values; Role of Education; *Social Values; *Universities; Values
IDENTIFIERS- Columbia University NY; Harvard University MA; Johns Hopkins University MD; Stanford University CA; University of California Berkeley; University of Chicago IL; University of Michigan; Yale University CT

This book, which is based on research at eight universities--Harvard (Massachusetts), Yale (Connecticut), Columbia (New York), Johns Hopkins (Maryland), Chicago (Illinois), Stanford (California), Michigan, and California at Berkeley explores the transition from the classical college, with its broad nineteenth-century conceptions of morality and truth, to the modern university with its division between facts and values. In discussing the complex interaction between institutional and intellectual change, and the secularization of intellectual life, the book sees educational reformers' attempts to create a modern form of moral education as a passage through three stages (religious, scientific, and humanistic) and views the process as largely unsuccessful. Eight chapters titled "The Unity of Truth," "Science and Religion Reconceived," "The Open University," "The Reconstruction of Religion," "Scientific

LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl¥∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - De∷crΛp∷Λ e (Pr gram/Pr jec∷ De∷crΛp∷Λ n∷) (141),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- Cla∷∷∷ Ac∷Λ Λ∷Λe∷; C gnΛ∷Λ e Pr ce∷∷e∷; CrΛ∷Λcal ThΛnkΛng; Elemen∷arQ Sec ndarQ Ed¥ca∷Λ n; HΛgher Ed¥ca∷Λ n; *Inf rma∷Λ n Pr ce∷∷Λng; In∷∷r¥c∷Λ nal De el pmen∷; LearnΛng Ac∷Λ Λ∷Λe∷; Percep∷Λ n; *Percep∷¥al De el pmen∷; VΛ∷¥al LearnΛng; VΛ∷¥al LΛ∷eracQ; *VΛ∷¥al S∷Λm¥lΛ

PreparΛng s∷¥den∷∷ t be b ∷h c n∷∷r¥c∷ r∷ and c n∷¥mer∷ f vΛ∷¥al inf rma∷Λ n Λll be an imp r∷an∷ re∷p n∷ΛbΛlΛ∷Q f r all teacher∷. ThΛ∷ Λll mean gΛ Λng learner∷ the t l∷ t g beQ nd ha∷ i∷ merelQ vΛ∷¥al t the deeper, h¥man meanΛng∷ tha∷ lΛe beneа∷h. One imp r∷an∷ aQ tha∷ ed¥ca∷ r∷ can prepare s∷¥den∷∷ t be Λ∷e vΛ∷¥al c n∷¥mer∷ i∷ t help them defΛne theΛr n frame∷ f reference. A sΛmple ac∷Λ Λ∷Q tha∷ can ha e meanΛng f r s∷¥den∷∷ f anQ age i∷ here par∷ΛcΛpan∷∷ fΛr∷∷ l k s∷raΛgh∷ ahead and de∷crΛbe ha∷ theQ see and then change p ∷Λ∷Λ n∷; Λ∷h each ne shΛf∷ f p ∷Λ∷Λ n c me∷ a ne vΛeñ f theΛr rld. The le∷∷ n f thΛ∷ ac∷Λ Λ∷Q i∷ tha∷ fle¤ΛbΛlΛ∷Q increa∷e∷ vΛ∷ΛbΛlΛ∷Q. S∷¥den∷∷ h under∷∷and can e¤amΛne h the meanΛng∷ f c mm n sQmb l∷ change ba∷ed up n indΛ Λd¥al per∷pec∷Λ e. Teacher∷ can c n∷∷r¥c∷ b∷er a∷Λ nal ac∷Λ Λ∷Λe∷ t help s∷¥den∷∷ dΛ∷c er if all f them are "∷eeΛng" the same thΛng; h e er teacher∷ ch ∷e t u∷e thΛ∷ ac∷Λ Λ∷Q, i∷ Λll be imp r∷an∷ tha∷ par∷ΛcΛpan∷∷ share theΛr re∷¥l∷∷ Λ∷h each ∷her, sΛnce thΛ∷ Λll reΛnf rce the c nnec∷Λ n be∷ een per∷pec∷Λ e and a∷∷Λ∷¥de. An ∷her aQ f r s∷¥den∷∷ t dΛ∷c er h p erf¥l vΛ∷¥al sQmb l∷ are i∷ t c n∷∷r¥c∷ s me f r them∷el e∷. One ac∷Λ Λ∷Q i∷ t ha e s∷¥den∷∷ dra a sQmb l f them∷el e∷. The challenge f r ed¥ca∷ r∷ i∷ t help s∷¥den∷∷ learn t rec gnΛΛe ha∷ theQ ha e t gaΛn bQ learnΛng t dΛ∷c er meanΛng∷ behΛnd vΛ∷¥al∷ fr m m re per∷pec∷Λ e∷ than theΛr n. (AEF)

ED 408 947 IR 018 360

C ¥ch, RΛchard
A Re Λe f "SlΛm H pe∷: Ad er∷Λ∷Λng & The Ob∷e∷∷Λ n Λ∷h ThΛnne∷∷."
PUB DATE- Jan 97
NOTE- 3p.; In: VΛ∷Λ nQ¥e∷∷: J ¥rneQ∷ t ard VΛ∷¥al LΛ∷eracQ. Selec∷ed ReadΛng∷ fr m the Ann¥al C nference f the In∷erna∷Λ nal VΛ∷¥al LΛ∷eracQ A∷∷ cΛa∷Λ n (28∷h, CheQenne, WQ mΛng, Oc∷ ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl¥∷ P ∷∷age.
PUB TYPE- the meanΛng∷ f c mm n sQmb l∷ change ba∷ed up n indΛ Λd¥al per∷pec∷Λ e. Teacher∷ can c n∷∷r¥c∷ b∷er a∷Λ nal,Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- *Ad er∷Λ∷Λng; A¥dΛence Re∷p n∷e; *B dQ WeΛgh∷; C n∷¥mer Ed¥ca∷Λ n; FΛlm Pr d¥c∷Λ n; *S cΛal A∷∷Λ∷¥de∷; *S cΛal Pr blem∷; S cΛal ReΛnf rcemen∷; *Tele Λ∷Λ n VΛeñΛng; *VΛde ∷ape Rec rdΛng∷; VΛ∷¥al S∷Λm¥lΛ
IDENTIFIERS- *FΛlm Re Λe ∷

ThΛ∷ paper re Λeñ∷ "SlΛm H pe∷: Ad er∷Λ∷Λng & The Ob∷e∷∷Λ n Λ∷h ThΛnne∷∷," a 30-mΛn¥∷e vΛde pr d¥ced bQ the UnΛ er∷Λ∷Q f Ma∷∷ach¥∷e∷∷' MedΛa Ed¥ca∷Λ n F ¥nda∷Λ n, hΛch dΛ∷c¥∷∷e∷ AmerΛca'∷ c mp¥l∷Λ n Λ∷h thΛnne∷∷. Al∷h ¥gh the f rma∷ f the vΛde i∷ the tradΛ∷Λ nal "∷alkΛng head," er 120 prΛn∷ and tele Λ∷Λ n ad er∷Λ∷emen∷∷ are u∷ed t empha∷ΛΛe the dem ralΛΛΛng, degradΛng, and lΛfe-∷hrea∷enΛng aQ tha∷

lang¥age in general, t see the famΛlΛar in unfamΛlΛar aQ∷ r the unfamΛlΛar in famΛlΛar aQ∷. W.J.J. G rd n and hΛ∷ CambrΛdge SQnec∷Λc∷ Gr ¥p i∷ la∷ed aQ∷ t thΛnk me∷aph rΛcallQ bQ u∷Λng ar∷Λ∷∷Λc pr blem-∷ l Λng mechanΛ∷m∷ m ∷∷ pe ple p ∷∷e∷∷ in theΛr e¤perΛen∷Λal backgr ¥nd. ThΛ∷ paper sh ∷ h G rd n'∷ sQnec∷Λc∷ mechanΛ∷m∷ can be inc rp ra∷ed in in∷r d¥c∷ rQ p e∷rQ rΛ∷Λng in∷∷r¥c∷Λ n f r p¥blΛc sch l s∷¥den∷∷. The∷e mechanΛ∷m∷ incl¥de per∷ nal anal gQ, dΛrec∷ anal gQ, sQmb lΛc anal gQ, and fan∷a∷Q anal gQ. S¥gge∷∷Λ n∷ incl¥de: (1) s∷ar∷Λng ¥∷ bQ readΛng p e∷rQ al ¥d t s∷¥den∷∷ Λ∷h ¥∷ analQΛΛng i∷; (2) begΛnnΛng the rΛ∷Λng Λ∷h a lΛ∷∷ p em--∷∷¥den∷∷ j ∷ d n rd∷ a∷ q¥ΛcklQ a∷ theQ are perceΛ ed Λ∷h ¥∷ rrQΛng ab ¥∷ fΛnal c mp ∷Λ∷Λ n; and (3) begΛnnΛng thr ¥gh pr ∷e rΛ∷Λng, hΛch free∷ the s∷¥den∷ t f ll the fl f theΛr rd∷. The s∷¥den∷ then re rΛ∷e∷ the pr ∷e pΛece Λ∷h the addΛ∷Λ n f me∷aph r∷, trQΛng t imagΛne ha∷ theQ r ∷e in a dΛfferen∷ lΛgh∷ u∷Λng G rd n'∷ mechanΛ∷m∷. The pr ∷e can be tran∷f rmed in∷ a p em bQ incl¥dΛng me∷aph r∷, sh r∷enΛng the sen∷ence∷ in∷ brΛef phra∷e∷, then rearrangΛng the spacΛng f r lΛne∷. (C n∷aΛn∷ 10 reference∷.) (AEF)

ED 408 965 IR 018 378

GΛbb∷, WΛllΛam J.; Fe ell, Pa∷rΛcΛa J.
VΛr∷¥al C ¥r∷e∷ and VΛ∷¥al MedΛa.
PUB DATE- Jan 97
NOTE- 7p.; In: VΛ∷Λ nQ¥e∷∷: J ¥rneQ∷ t ard VΛ∷¥al LΛ∷eracQ. Selec∷ed ReadΛng∷ fr m the Ann¥al C nference f the In∷erna∷Λ nal VΛ∷¥al LΛ∷eracQ A∷∷ cΛa∷Λ n (28∷h, CheQenne, WQ mΛng, Oc∷ ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl¥∷ P ∷∷age.
PUB TYPE- G¥Λde∷/Me∷h d∷/TechnΛq¥e∷ (F r Prac∷Λ∷Λ ner∷) - Cla∷∷r m U∷e - TeachΛng G¥Λde∷ (F r Teacher) (052),Rep r∷∷ - De∷crΛp∷Λ e (Pr gram/Pr jec∷ De∷crΛp∷Λ n∷) (141),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- *C mp¥∷er MedΛa∷ed C mm¥nΛca∷Λ n; De∷Λgn Preference∷; *DΛ∷∷ance Ed¥ca∷Λ n; Elec∷r nΛc MaΛl; G¥ΛdelΛne∷; HΛgher Ed¥ca∷Λ n; *In∷∷r¥c∷Λ nal De∷Λgn; In∷∷r¥c∷Λ nal Inn a∷Λ n; In∷erac∷Λ n; In∷erne∷; Na Λga∷Λ n (Inf rma∷Λ n SQ∷∷em∷); Teacher S∷¥den∷ Rela∷Λ n∷hΛp; TeachΛng G¥Λde∷; *VΛ∷¥al ΛΛd∷; VΛ∷¥al LearnΛng; *W rld WΛde Web
IDENTIFIERS- *C ¥r∷e De el pmen∷; Ea∷∷ern IllΛn Λ∷ UnΛ er∷Λ∷Q; *VΛ∷¥al De∷Λgn; VΛ∷¥al DΛ∷plaQ∷

There are a n¥mber f i∷∷¥e∷ tha∷ m¥∷∷ be addre∷∷ed hen delΛ erΛng c ¥r∷e∷ en∷ΛrelQ nlΛne, s¥ch a∷ de∷ΛgnΛng effec∷Λ e u∷er in∷erface∷, u∷Λng the vΛ∷¥al medΛ¥m f the W rld WΛde Web effec∷Λ elQ, and m dΛfQΛng tradΛ∷Λ nal in∷∷r¥c∷Λ nal me∷h d∷. ThΛ∷ paper dΛ∷c¥∷∷e∷ the de∷Λgn, de el pmen∷, implemen∷a∷Λ n, and e al¥a∷Λ n f an nlΛne c ¥r∷e a∷ Ea∷∷ern IllΛn Λ∷ UnΛ er∷Λ∷Q. The maj rΛ∷Q f in∷∷r¥c∷ r/∷∷¥den∷ in∷erac∷Λ n∷ ere d ne elec∷r nΛcallQ; m ∷∷ s∷¥den∷-∷ -∷∷¥den∷ in∷erac∷Λ n cc¥rred thr ¥gh e-maΛl r the teleph ne. GΛ en the vΛ∷¥al na∷¥re f the vΛr∷¥al c ¥r∷e, in∷∷r¥c∷ r∷ need t thΛnk vΛ∷¥allQ hΛle a∷ the same tΛme under∷∷andΛng the c¥rren∷ lΛmΛ∷a∷Λ n∷ f the medΛ¥m. T maΛn∷aΛn in∷ere∷∷ in elec∷r nΛc dΛal g¥e, in∷∷r¥c∷ r∷ sh ¥ld u∷e rΛ∷∷en lang¥age in a skΛllf¥l aQ, incl¥dΛng h¥m r and me∷aph r. O∷her g¥ΛdelΛne∷ incl¥de u∷Λng sh r∷ c ncΛ∷e sen∷ence∷, l erca∷e le∷∷er∷, unΛf rm te∷∷ spacΛng, and effec∷Λ e headΛng∷ and hΛ∷e space. In de el pΛng c ¥r∷e ma∷erΛal∷ f r the W rld WΛde Web, in∷∷r¥c∷ r∷ sh ¥ld al∷ : pre∷en∷ a sen∷Λble rderΛng f inf rma∷Λ n bQ t pΛc; ca∷eg rΛΛe lΛnk∷ a∷ e∷∷en∷Λal r s¥pplemen∷al; crea∷e a c n∷Λ∷∷en∷ na Λga∷Λ n∷ de∷Λgn; keep d c¥men∷∷ a∷ brΛef a∷

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Cognitive Processes; *Concept Formation; *Creative Thinking; *Imagery; *Imagination; *Nonverbal Communication; *Pictorial Stimuli; Visual Stimuli
IDENTIFIERS- Archetypes; Native Americans; *Visual Communication

At the center of the conceptual framework there is visual imagery. Man's emotional and mental behavior is built on archetypal symbols that are the source of creative ideas. Native American pictography, in particular, illustrates this in the correlation between gesture speech and verbal speech. The author's research in this area has included a series of conversations with a preschool child about the imaginative formation of the concept of "a cloud." The examination of one child's creative thinking indicates that scientific thinking occurs alongside artistic thinking. The paper concludes that the understanding of the role of imagery in the creative processes, both scientific and metaphorical, will help in building the right attitudes towards the comeback of picture-language. (Contains 14 references and 9 figures.) (AEF)

ED 408 984 IR 018 397

Hunter, J. Mark
Grave Songs in Stone.
PUB DATE- Jan 97
NOTE- 7p.; In: Vision Quest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creative Expression; Death; *Imagery; Nonverbal Communication; Pictorial Stimuli; *Sculpture; Visual Stimuli
IDENTIFIERS- Cemeteries; *Grave Markers; *Image Analysis; United States (Southeast); Visual Communication

A survey of images on gravestones yields a fascinating array of symbols and visual communication. This paper describes a project in which over 300 symbols in graveyards of the southeastern United States were examined. The method of recording the images and information about them was to photograph the symbol with a 35mm single lens reflex (SLR) and write down certain data. A typical entry would record the place, present date, sex of the person or people, dates of birth and death, and the symbols on the stone. Symbols are described according to the following categories: flora; fauna; shapes/symbols; tools/implements; scenes; insignia; and human id forms. The themes peculiar to these Southern graveyards were found to be mostly associated with the Confederacy. Nineteen figures present reproductions of various symbols. (AEF)

ED 408 985 IR 018 398

Luck, Donald D.; Hunter, J. Mark
Visual Design Principles Applied To World Wide Web Construction.
PUB DATE- Jan 97
NOTE- 7p.; In: Vision Quest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne,

of the community college; and adult education. The third section, "Literature Review," includes the definition, history and theory of distance education; a review of the literature; a discussion of operational issues; and a science bibliography.(AEF)

ED 409 002 IR 018 416

Pavliscak, Pamela; And Others
Information Technology in Humanities Scholarship: Achievements, Prospects, and Challenges. The United States Focus. ACLS Occasional Paper No. 37.
PUB DATE- 97
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change; Computer Mediated Communication; *Computer Uses in Education; Educational Resources; Futures (of Society); Higher Education; *Humanities; *Information Technology; Institutions; *Research Tools; Researchers; *Scholarship; World Wide Web

This report surveys the various applications of information technology to research in the humanities and examines challenges that need to be overcome. The document is divided into five sections. The first section provides a background on changes brought on by technology in the humanities. The second section focuses on information technology and scholarship. Topics include: electronic communication; texts; data; images; sound; combined sources/multimedia/World Wide Web; retroconversion projects; original and creative works; electronic publication; and tools. A summary of computer applications in humanities research and future outlook are included at the end of this section. New developments and change are discussed in the third section. The fourth section outlines institutional changes that are necessary to enable effective technology use in humanities scholarship. Topics include: training and support; project management; research infrastructure; digital libraries and archives; information resources; regulatory issues; preservation and access; funding; and humanities support services. The fifth section makes recommendations and lists priorities for humanists, technical experts, librarians, and administrators. Appendices in the final section include acknowledgments, bibliographies, and abbreviations and acronyms. (Contains 37 references.) (AEF)

ED 409 003 IR 018 418

Mayer, Mimi; And Others
The State Networking Report: Progress, Policies, and Partnerships Bring Internet Connectivity to K-12 Schools.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Department of Commerce, Washington, D.C.; Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 347p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Networks; Computer Uses in Education; Educational Development; *Educational Technology; Elementary Secondary Education; Equal Education; Government Role;

g¥ΛdelΛne::, and rec mmenda::Λ n:: f r elemen::arQ and sec ndarQ sch l lΛbrarΛe:: and lΛbrarQ medΛa cen::er:: in Idah p¥blΛc sch l::. The rep r:: i:: dΛ Λded in:: 10 chap::er::: (1) The Sch l LΛbrarQ Pr gram; (2) The DΛ::::rΛc:: C rdΛna:: r and the Pr ce::::Λng Cen::er; (3) The Sch l LΛbrarQ B¥dge::; (4) TeachΛng Inf rma::Λ n-FΛndΛng and E al¥a::Λng SkΛll::; (5) S¥gge::::Λ n:: f r Sch l LΛbrarQ FacΛlΛ::Q Planner; (6) Ma::erΛal:: Selec::Λ n in Sch l LΛbrarΛe::; (7) WeedΛng and In en:: rQΛng the Sch l LΛbrarQ; (8) The Sch l LΛbrarQ and the C pQrΛgh:: La ; (9) BegΛnnΛng a Sch l LΛbrarQ MedΛa Pr gram; and (10) U::Λng Teacher-AΛde:: in Sch l LΛbrarΛe::. AppendΛce:: incl¥de: Idah AccredΛ::a::Λ n S::andard::; N r::h e:: A:::: cΛa::Λ n f Sch l:: and C llege:: S::andard:: f AccredΛ::a::Λ n; and sample j b de::crΛp::Λ n:: f r sch l lΛbrarΛe::. (SWC)

ED 409 020 IR 056 412

WQman, S::e en K.; And O::her::
U::er and SQ::::em-Ba::ed Q¥alΛ::Q CrΛ::erΛa f r E al¥a::Λng Inf rma::Λ n Re:: ¥rce:: and Ser Λce:: A aΛlable fr m Federal Web::Λ::e::: FΛnal Rep r::.
SPONS. AGENCY- OCLC OnlΛne C mp¥::er LΛbrarQ Cen::er, Inc., D¥blΛn, OH.
PUB DATE- J¥n 97
NOTE- 149p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC06 Pl¥:: P ::::age.
PUB TYPE- G¥Λde::/Me::h d::/TechnΛq¥e:: (F r Prac::Λ::Λ ner::) - N n-Cla::::r m U::e (F r AdmΛnΛ::::ra::Λ e and S¥pp r:: S::aff, and f r Teacher::, Paren::::, ClergQ, e::c. in N n-Cla::::r m sΛ::¥a::Λ n::) (055),Rep r:::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- *Acce:::: t Inf rma::Λ n; C mp¥::er MedΛa::ed C mm¥nΛca::Λ n; De::Λgn Preference::; *E al¥a::Λ n CrΛ::erΛa; E al¥a::Λ n Me::h d::; E al¥a::Λ n Need::; *Federal G ernmen::; HQpermedΛa; *Inf rma::Λ n DΛ::::emΛna::Λ n; Inf rma::Λ n Managemen::; Inf rma::Λ n Need::; *Inf rma::Λ n P lΛcQ; Inf rma::Λ n SeekΛng; Inf rma::Λ n U::ΛlΛΛa::Λ n; M¥l::ΛmedΛa Ma::erΛal::; OnlΛne SearchΛng; OnlΛne SQ::::em::; Reference Ser Λce::; S::andard::; U::er:: (Inf rma::Λ n); *W rld WΛde Web
IDENTIFIERS- Federal S::andard::; Inf rma::Λ n Selec::Λ n; *Web SΛ::e::

ThΛ:: e::pl ra:: rQ s::¥dQ e::::ablΛ::he:: analQ::Λcal t l:: (ba::ed n b ::h technΛcal crΛ::erΛa and u::er feedback) bQ hΛch federal Web sΛ::e admΛnΛ::::ra:: r:: maQ a::::e:::: the q¥alΛ::Q f theΛr eb::Λ::e::. The s::¥dQ c mbΛned q¥alΛ::a::Λ e and q¥an::Λ::a::Λ e da::a c llec::Λ n technΛq¥e:: t achΛe e the f ll Λng bjec::Λ e::: (1) iden::ΛfQ and defΛne keQ i::::¥e:: regardΛng repre::en::a::Λ n and acce:::: t inf rma::Λ n re:: ¥rce:: thr ¥gh federal re:: ¥rce::; (2) iden::ΛfQ and analQΛe keQ inf rma::Λ n p lΛcQ i::::¥e:: rela::ed t the de::Λgn, de el pmen::, and managemen:: f Web-ba::ed inf rma::Λ n re:: ¥rce:: and ser Λce::; (3) e::::ablΛ::h e al¥a::Λ e crΛ::erΛa f r re Λe Λng federal eb::Λ::e::; (4) e al¥a::e a sample f federal Web sΛ::e::; (5) s¥gge:::: analQ::Λcal t l:: Λ::h hΛch federal Web sΛ::e admΛnΛ::::ra:: r:: can analQΛe sΛ::e s::r¥c::¥re and u::e; and (6) ffer rec mmenda::Λ n:: t increa::e the u::ef¥lne:::: f federal Web sΛ::e:: t lΛbrarΛe:: and ::her u::er::. AppendΛce:: are rganΛΛed bQ the f ¥r dΛfferen:: tQpe:: f a::::e::::men:: u::ed in the s::¥dQ: sQ::::em::-ba::ed, u::er-ba::ed, de::Λgn-ba::ed, and de el per-ba::ed a::::e::::men:: (::Λ::e vΛ::Λ::). (C n::aΛn:: 54 reference::.) (SWC)

ED 409 021 IR 056 422

Meghabghab, DanΛa BΛlal
A¥:: ma::Λng MedΛa Cen::er:: and Small LΛbrarΛe::: A MΛcr c mp¥::er-Ba::ed Appr ach.

ED 409 038 JC 970 340

Call, Richard W.; And Others
The Applied Baccalaureate: A New Option in Higher Education in the United States. Report.
PUB DATE- May 97
NOTE- 21p.; Prepared by the University College of Technology, Alfred, Canton, Cobleskill, Delhi, and Morrisville.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bachelors Degrees; College Planning; Educational Change; Educational Needs; Higher Education; *Intercollegiate Cooperation; Models; Program Administration; Program Development; Program Implementation; Technical Institutes; Technology Education; *Two Year Colleges
IDENTIFIERS- *State University of New York Colleges of Techn

This report focuses on the implementation of applied baccalaureate degrees at two-year colleges and includes a sample agreement from an alliance of five State University of New York (SUNY) Colleges of Technology. The report provides the following information: (1) a discussion of the objectives of implementing baccalaureate degrees at two-year colleges; (2) information on colleges that currently offer four-year degrees, indicating that 61 colleges did so in 1997; (3) a list of seven colleges offering such degrees and the programs they offer; (4) a description of Pennsylvania State University's plan to offer baccalaureate degrees at 14 branch campuses; (5) discussions of research and other writings that point to the value of baccalaureate degrees; (6) brief descriptions of initiatives undertaken in Arizona, the SUNY Colleges of Technology, and Utah Valley Community College (UVCC); and (7) a description of the implementation process used at UVCC, including a 3-phase model presented to the State Board of Regents. Contains 13 references. The attached agreement for the five Alliance members (Aflred, Canton, Cobleskill, Delhi, and Morrisville Colleges) describes the purpose of the Alliance (i.e., to share resources and gain approval to offer baccalaureate programs); initial steps for implementation; guidelines for academic program coordination; the Bachelor's in Professional Studies degree; administrative services; and financing. The Alliance budget for 1996-97 and an organizational chart are appended. (HAA)

ED 409 039 JC 970 341

Shults, David
The School-to-Work Opportunities Act (1994) and Community College Preparedness.
PUB DATE- Feb 97
NOTE- 11p.; Ed.D. Seminar Paper, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Block Grants; *College Role; *Community Colleges; Economic Development; *Education Work Relationship; Educational Change; *Educational Finance; *Federal Legislation; Job Training; *Labor Force Development; School Business Relationship; Two Year Colleges
IDENTIFIERS- *School to Work Opportunities Act 1994

Signed into law in May 1994, the School-to-Work Opportunities (STWO) Act provides states and communities with funds to develop systems that connect academic knowledge with technical

Research/Technical (143)
DESCRIPTORS- Budgets; Community Colleges; Comparative Analysis; *Educational Finance; Enrollment; *Expenditure per Student; Expenditures; *Institutional Student Costs; National Norms; National Surveys; *Public Colleges; School Personnel; School Statistics; Statistical Analysis; *Student Characteristics; Tables (Data); Teacher Student Ratio; Trend Analysis; *Two Year Colleges

Based on responses by 405 public two-year colleges in the United States to 2 surveys, this report provides comparative financial information for fiscal year 1994-95. The report provides space for colleges to compare their institutional statistics with national sample medians, quartile data for the national sample, and tables and graphs of findings. The first section presents background information on the annual study of two-year college finances, discussing objectives of the study and the potential uses of findings. The second section reviews limitations of the study and explains the study methodology, including a section attempting to dispel the myth of the "typical" institution and sections on calculations; interpretation of proportions, medians, and quartiles; means; and definitions of terms. Following a table showing participation by state and region, the next sections present national data on revenues per credit full-time equivalent (FTE) student and expenditures per credit FTE student, including selected expenditure ratios. Finally, data are provided on the numbers of credit FTE students per FTE staff and part-time FTE staff; student characteristics (i.e., credit units enrolled, hours attended, and class level); and mean class size. Appendix includes a list of participating colleges and their peer group classification. (HAA)

ED 409 057 JC 970 373

Petrosky, Michael C.
Using the Test of Understanding in College Economics (TUCE III) To Evaluate GCC's Macroeconomics Course: An Analysis and Subsequent Assessment.
PUB DATE- Jun 97
NOTE- 58p.; For a related document on microeconomics, see JC 970 374.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Gains; Community Colleges; *Course Evaluation; *Macroeconomics; Pretests Posttests; Scores; *Standardized Tests; Test Selection; Test Validity; *Testing Problems; Two Year Colleges
IDENTIFIERS- Glendale Community College AZ; *Test of Understanding in College Economics

In spring 1996, Arizona's Glendale Community College (GCC) undertook an evaluation of an introductory macroeconomics course using the national Test of Understanding in College Economics (TUCE III). Specifically, the study sought to determine how GCC students' outcomes compared to national results on the TUCE III and if the college's macroeconomics course made a statistical difference on students scores between the pre-course and post-course tests. The TUCE III pre-test was administered to students in three sections of the macroeconomics course during the first week of class, while the post-test was administered as a final exam. Study results, based on outcomes for 63 students who took both the pre- and post-tests, included the following: (1) the mean pre-test score for GCC students was 8.96, very close to the national norm of 9.18; (2) the mean

(18) "A Review of Research on International Coproduction of Sesame Street" (Peter Levelt); (19) "Research on 'Iftah Ya Simsim', the Arabic Coproduction" (Abdelkader Eiiaki); (20) "Research on 'Rua Sesamo', the Portuguese Coproduction" (Maria Emilia Brederode); (21) "Research on 'Susam Sokagi', the Turkish Coproduction" (Nail Sahin); (22) "What Lies Ahead" (David Britt); (23) "A Walk down Sesame Street" (Lewis Freedman); (24) "Challenges Met and To Be Met" (Lloyd Morrisett); (25) "Closing" (David Britt); (26) "20 Down, at Least 20 To Go" (Joan Ganz Cooney); and (27) "Epilogue" (Gregory R. Anrig). Two Appendices list symposium special awards and participants. (EV)

ED 409 076 PS 024 908

DeVries, Rheta; Zan, Betty S.
Moral Classrooms, Moral Children: Creating a Constructivist Atmosphere in Early Education.
PUB DATE- 94
NOTE- 309p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; Conflict Resolution; *Constructivism (Learning); Decision Making; Early Childhood Education; *Ethical Instruction; Learning Activities; *Moral Development; Piagetian Theory; Values; Values Education

Drawing on and extending the work of Jean Piaget into the realm of sociomoral development, this book argues that constructivist education must involve more than the special activities with which it is commonly associated. Planning must also include provision for children's social and moral development, since children construct their moral understandings from the raw material in their day-to-day social interactions. A rationale is provided for a particular type of sociomoral atmosphere in the early childhood classroom and practical ways in which teachers can cultivate it are described. Following an introduction, the chapters of the book are: (1) "What Do We Mean by 'Moral Classroom'?"; (2) "What Do We Mean by 'Moral Children'?"; (3) "How the Sociomoral Atmosphere Influences the Child's Development"; (4) "Establishing a Constructivist Sociomoral Atmosphere"; (5) "Conflict and Its Resolution"; (6) "Grouptime"; (7) "Rule Making and Decision Making"; (8) "Voting"; (9) "Social and Moral Discussions"; (10) "Cooperative Alternatives to Discipline"; (11) "Activity Time"; (12) "Clean-up Time"; (13) "Lunch Time"; (14) "Nap Time/Rest Time"; (15) "Academics"; (16) "The Difficult Child"; and (17) "The Sociomoral Atmosphere of the School." Each chapter includes a summary. Rationales for general categories of constructivist activities during activity time are appended. Contains 68 references. (HTH)

ED 409 077 PS 024 912

Jones, Elizabeth; Reynolds, Gretchen
The Play's the Thing. Teachers' Roles in Children's Play.
PUB DATE- 92
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For

learning disabilities) in the SFA intervention all performed significantly better on reading measures than similar students in the control group. (Contains 19 references.) (MDM)

ED 409 096 PS 025 537

Mulligan, Vicki
Children's Play: An Introduction for Care Providers. Addison-Wesley Early Childhood Education.
PUB DATE- 96
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attitude Change; Caregiver Child Relationship; Child Behavior; Child Development; Childhood Needs; Foreign Countries; Higher Education; Infants; *Play; Preschool Children; Preschool Education; Pretend Play; Recreational Activities; *Student Teachers; *Teacher Attitudes; Teacher Role; Young Children
IDENTIFIERS- Adult Child Relationship; Play Learning; Play Theory

Intended as an aid for students on their way to becoming professional teachers and caregivers, This book encourages the student to contemplate his or her own ideas regarding play, including the concept of play and specific memories of play in their own pasts, and then use these thoughts to reshape the student's ideas about play. This book deals with the adult-child relationship, ethical decision making, attitudes towards play, developmental psychology and child care practice, and play in the child care context. The book also deals with more specific topics like inclusion and HIV and safety in the community. Throughout the book alternative methods are suggested and examples of encouraging play for each age group are highlighted. The book's chapters are: (1) "Introduction to Play," including play in the child care context; (2) "Theoretical Perspectives on Play"; (3) "Supporting Play in Inclusive Programs"; (4) "Locally Appropriate Programs"; (5) "Supporting the Play of Infants and Toddlers"; (6) "Supporting the Play of Preschoolers"; (7) "Supporting the Play of School-Age Children"; and (8) "The Role of Adults in Supporting Children's Play." Each chapter ends with a summary, several situations to investigate, ideas to extend the student's learning, and an introspective list of thoughts and moral questions to consider. Contains 93 references. (DCP)

ED 409 097 PS 025 540

Our Journey from the Protection Model to the Partnership Model. Videotape.
PUB DATE- 96
NOTE- 0p.; Produced through partnership efforts of the Wisconsin Dept. of Public Instruction, the School District of Superior, and Provide Production.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Change Strategies; Educational Philosophy; Elementary Secondary Education; *Instructional Effectiveness; Instructional Improvement; Parent Attitudes; *Parent Participation; Parent Student Relationship; *Parent Teacher Cooperation; *Teacher Attitudes

book discusses the developmental effects of growing up in a same-sex household. The chapters are: (1) "Introduction," which discusses the research on lesbian-led families and related issues; (2) "Parental Influences on Child Development," which examines the influence of heterosexual mothers on the social, emotional, and sexual identity development of their children; (3) "The Longitudinal Study," which describes the sample of lesbian mothers and their children, the comparison group of children brought up by heterosexual mothers, the methodology, and the data collection and analysis; (4) "Family Relationships," which explores whether children from lesbian mother households experience more difficult familial relationships than children from heterosexual post-divorce families; (5) "The Family and the Outside World," which explores how children from lesbian mother families respond to differences between their family background and the dominant heterosexual culture in which they grow up; (6) "Intimate Relationships," which discusses whether young people raised by a lesbian mother are more likely to be attracted to and have relationships with partners of the same gender than are young people from heterosexual mother families; (7) "Psychological Adjustment," which explores whether children of lesbian mother families are at greater risk for psychological problems in the short and long term; and (8) "Conclusions," which discusses the study's findings. The book concludes with two appendices containing variables used in the statistical analyses. Contains 250 references. (LPP)

ED 409 114 PS 025 618

Westman, Jack C.
Reducing Governmental Interventions in Families by Licensing Parents.
PUB DATE- May 96
NOTE- 9p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (73rd, Boston, MA, May 1-4, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinion Papers/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attachment Behavior; Child Abuse; Child Advocacy; Child Neglect; *Child Rearing; Children; Childrens Rights; Family (Sociological Unit); *Government Role; Intervention; Parent Attitudes; Parent Background; *Parent Child Relationship; Parent Education; Parent Influence; *Parent Responsibility; *Parent Rights; Parent Role; Parenting Skills; *Parents; Poverty; Welfare Recipients
IDENTIFIERS- Licensing Programs; *Parent Licensing; Security of Attachment

Creation of a parent license would validate parental rights, establish parental responsibility, and provide a basis for societal support of parenting through financial benefits, parent education and training, and protective services for children. Government has played an increasing role in family life through laws defining and mandating parental responsibilities because too many parents neglect their childrearing responsibilities or have misused their power. Childrearing styles that produce competent adults are characterized by secure relationships with dependable parents who model self-control; lack of bonding with parents is the critical factor related to future criminal behavior, abuse, and neglect. Economic factors related to affluence and material aspirations, attitudinal factors emphasizing individualism and

IDENTIFIERS- BΛLΛ∷eracQ; In∷ercᏙl∷Ꮙral De el pmen∷ Re∷earch
  A∷∷ cΛa∷Λ n; Sen∷e f C mmᏙnΛ∷Q; *Te¤a∷

ThΛ∷ theme i∷∷Ꮙe inclᏙde∷ f Ꮙr ar∷Λcle∷ tha∷ f cᏙ∷ n teachΛng and learnΛng ∷ra∷egΛe∷ t benefΛ∷ all ∷∷Ꮙden∷∷, inclᏙdΛng LΛmΛ∷ed-EnglΛ∷h-pr fΛcΛen∷, mΛn rΛ∷Q, ec n mΛcallQ dΛ∷ad an∷aged, and a∷-rΛ∷k ∷∷Ꮙden∷∷. "W Ꮙld Y Ꮙ Read Me a S∷ rQ : In Search f ReadΛng S∷ra∷egΛe∷ Tha∷ W rk f r the EarlQ ChΛldh d Cla∷∷r m" (HΛlarΛa BaᏙer) dΛ∷cᏙ∷∷e∷ h   edᏙca∷ r∷ f the verQ Q Ꮙng need t pr Λde LΛngᏙΛ∷∷ΛcallQ meanΛngfᏙl and de el pmen∷allQ appr prΛa∷e learnΛng en Λr nmen∷∷ t enable chΛldren t bec me LΛ∷era∷e and bΛLΛ∷era∷e. "L ∷ Regal ∷ del CᏙen∷ : Accelera∷Λng BΛLΛ∷eracQ Λ∷h FLAIR" (JᏙanΛ∷a C. GarcΛa) de∷crΛbe∷ h   IDRA'∷ Pr jec∷ FLAIR impr e∷ LΛ∷eracQ and readΛng skΛll∷ thr Ꮙgh an in∷egra∷ed pr gram tha∷ m ∷Λ a∷e∷ chΛldren t read and rΛ∷e bQ helpΛng them dΛ∷c er the sΛmple j Q f readΛng. "QᏙe∷∷Λ n∷ and E¤ample∷ f r Techn l gQ in Sch l∷" (J ∷eph L. VΛgΛl) an∷ er∷ teacher∷' c mm n qᏙe∷∷Λ n∷ ab Ꮙ∷ techn l gQ and gΛ e∷ e¤ample∷ f techn l gQ u∷e∷ in edᏙca∷Λ n. "E∷hΛcal and O∷her C n∷Λdera∷Λ n∷ n The rQ and Prac∷Λce in BΛLΛngᏙal S∷Ꮙden∷ TeachΛng SemΛnar∷" (Olga G. RᏙbΛ) de∷crΛbe∷ h   c llab ra∷Λ e, reflec∷Λ e prac∷Λce∷ lend them∷el e∷ t crea∷Λng a sen∷e f c mmᏙnΛ∷Q am ng fᏙ∷Ꮙre bΛLΛngᏙal edᏙca∷ r∷. Unrela∷ed t the theme, "Sch l FΛnance EqᏙΛ∷Q and Pr per∷Q Ta¤ Change∷" (IDRA Inf rma∷Λ n Upda∷e) de∷crΛbe∷ pr p ∷al∷ t change the Te¤a∷ sch l fᏙndΛng sQ∷∷em and pre∷en∷∷ crΛ∷erΛa t a∷∷e∷∷ he∷her pr p ∷al∷ ΛLL impr e the qᏙalΛ∷Q f edᏙca∷Λ n, increa∷e eqᏙΛ∷Q, and pr Λde pr per∷Q ta¤ relΛef. "Gr Λng In∷ere∷∷ in DᏙal LangᏙage Pr gram∷" i∷ a sΛdebar tha∷ de∷crΛbe∷ the∷e pr gram∷' aΛm t de el p hΛgh le el∷ f ∷∷Ꮙden∷ pr fΛcΛencQ in fΛr∷∷ and sec nd langᏙage∷. (TD)

ED 409 131   RC 021 045

In∷∷rᏙc∷Λ nal Techn l gQ. IDRA F cᏙ∷.
PUB DATE- MaQ 97
NOTE- 18p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 PlᏙ∷ P ∷∷age.
PUB TYPE- C llec∷ed W rk∷ - SerΛal∷ (022)
DESCRIPTORS- BΛLΛngᏙal EdᏙca∷Λ n; Change S∷ra∷egΛe∷; *C mpᏙ∷er
  U∷e∷ in EdᏙca∷Λ n; *DΛ∷∷ance EdᏙca∷Λ n; *EdᏙca∷Λ nal Change;
  *EdᏙca∷Λ nal S∷ra∷egΛe∷; EdᏙca∷Λ nal Techn l gQ; Elemen∷arQ
  Sec ndarQ EdᏙca∷Λ n; *In∷erne∷; LΛmΛ∷ed EnglΛ∷h SpeakΛng;
  Re∷Λ∷∷ance t Change; *W rld WΛde Web
IDENTIFIERS- Te¤a∷

ThΛ∷ theme i∷∷Ꮙe inclᏙde∷ fΛ e ar∷Λcle∷ tha∷ f cᏙ∷ n implemen∷Λng in∷∷rᏙc∷Λ nal techn l gQ in aQ∷ tha∷ benefΛ∷ all ∷∷Ꮙden∷∷, inclᏙdΛng LΛmΛ∷ed-EnglΛ∷h-pr fΛcΛen∷, mΛn rΛ∷Q, ec n mΛcallQ dΛ∷ad an∷aged, and a∷-rΛ∷k ∷∷Ꮙden∷∷. "CrᏙΛ∷Λng the Web Λ∷h EnglΛ∷h LangᏙage Learner∷" (LaᏙra ChrΛ∷ Green) pre∷en∷∷ three scenarΛ ∷ Ꮙ∷Λng the W rld WΛde Web in cla∷∷r m∷, and dΛ∷cᏙ∷∷e∷ the benefΛ∷∷ and barrΛer∷ t edᏙca∷Λ nal Ꮙ∷e∷ f the Web. "Sch l∷ in the Inf rma∷Λ n S cΛe∷Q: Make ChΛldren Cen∷ral" (FelΛ¤ M n∷e∷) pre∷en∷∷ ∷ra∷egΛe∷ f r embracΛng the techn l gΛcal re lᏙ∷Λ n a∷ a mean∷ t implemen∷ the edᏙca∷Λ nal change∷ needed t ser e ∷∷Ꮙden∷∷ m re effec∷Λ elQ. "ChΛna and the Ne Techn l gQ" (J ∷e A. Cardena∷) i∷ the ∷ rQ f a frᏙ∷∷ra∷ed a∷∷emp∷ t bᏙQ an EnglΛ∷h-ChΛne∷e elec∷r nΛc tran∷la∷ r; i∷ make∷ the p Λn∷ tha∷ sch l∷ are n ∷ pr perlQ traΛnΛng ∷∷Ꮙden∷∷ t fᏙnc∷Λ n in a hΛgh-∷ech s cΛe∷Q. "A ChecklΛ∷∷ f r SᏙcce∷∷fᏙl DΛ∷∷ance LearnΛng" (Charle∷ A. Ca aΛ ∷) pre∷en∷∷ 11 tΛp∷ f r teachΛng dΛ∷∷ance ∷∷Ꮙden∷∷ sᏙcce∷∷fᏙllQ ba∷ed n the prΛncΛpal∷ f

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Economic Impact; Educational Needs; Elementary Secondary Education; Financial Problems; *Lumber Industry; Lunch Programs; *Reduction in Force; Rural Areas; *Rural Education; School Business Relationship; Unemployment
IDENTIFIERS- Aid to Families with Dependent Children; *Alaska (Southeast); *Forest Service; Tongass National Forest AK

This survey examines the impact of reduced timber harvests and mill closures by the U.S. Forest Service on timber-dependent schools and communities in the Tongass National Forest in southeast Alaska. One purpose was to recommend educational programs and services that are necessary to remediate these impacts on children. Between 1990 and 1995, southeast Alaska lost 45 percent of its logging and mill jobs due to cutbacks implemented by the U.S. Forest Service. On-site visits to 10 communities and schools in areas affected by the cutbacks included meetings with local school administrators and other school staff as well as community officials and social service personnel. Information obtained from state agencies indicates that unemployment due to cutbacks resulted in increases in social services caseloads and in the number of children who qualified for free and reduced price lunches. The social and economic consequences of cutbacks in logging and mill closures must be fully recognized, particularly how these changes affect children. It is likely that children in deteriorating communities will experience such social problems as drug and alcohol problems, delinquency, teen pregnancy, and school withdrawal. Recommendations include: (1) initiating programs to help children and their families in timber-impacted communities cope with stress, poor nutrition and health, and other problems associated with unemployment or fear of job loss; (2) requiring the U.S. Forest Service to implement a financial hold-harmless policy that covers the fiscal impact of U.S. Forest Service decisions on local schools in the Tongass National Forest; (3) strengthening vocational education and training programs for timber-impacted communities in southeast Alaska; and (4) increasing the funding for programs serving unemployed adults and school dropouts in southeast Alaska. Includes figures illustrating regional statistics for timber-related job loss, increases in welfare, and increases in free and reduced price lunch costs. (LP)

ED 409 148 RC 021 101

Outlaw, Mary E.
Moving Beyond the Status Quo: Narrative of the Sharecropper's Daughter.
PUB DATE- 27 Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Need; *Blacks; Case Studies; *Educational Attainment; Educational Attitudes; Educational Experience; Elementary Secondary Education; Family Role; *Females; Higher Education; *Mother Attitudes; Parent Child Relationship; *Parent Influence; Poverty; Rural Education; *Student Motivation; Success

This case study examines factors that enabled a black female to achieve a significantly higher educational status than her b ∷h the e¤plana∷ rQ and s∷r¥c∷¥ral fea∷¥re∷ f t pΛc area∷ in scΛence. The effΛcacQ f m del∷ a∷ s¥ch re∷∷∷ alm ∷∷ en∷ΛrelQ up n s∷¥den∷∷' abΛlΛ∷Q t c ncep∷¥alΛΛe them a∷ ab∷∷rac∷ed "repre∷en∷a∷Λ n∷" f scΛen∷ΛfΛc phen mena. ThΛ∷ in e∷∷Λga∷Λ n c n∷ΛΛder∷ the rela∷Λ n∷hΛp be∷ een s∷¥den∷∷' epΛ∷∷em l gQ f scΛen∷ΛfΛc m del∷ and theΛr s¥cce∷∷ a∷ learnΛng ab ¥∷ a c mple¤ sQ∷∷em, namelQ pla∷e tec∷ nΛc∷. NΛn∷h-grade s∷¥den∷∷ ere a∷ked t dra dΛagram∷ a∷ three specΛfΛc p Λn∷∷ in a sh r∷ te∷∷: (1) a s∷a∷Λc m del; (2) a ca¥∷al/dQnamΛc m del f the m emen∷ in the laQer∷; and (3) an ¥∷c me in the rld, i.e., v lcanΛc er¥p∷Λ n d¥e t t pla∷e∷ m Λng aãaQ fr m ne an ∷her. S∷¥den∷∷ receΛ ed a p ∷∷∷e∷∷ t a∷∷e∷∷ dΛfferen∷ tQpe∷ f kn ledge, namelQ spa∷Λal kn ledge, ca¥∷al/dQnamΛc kn ledge, and kn ledge thr ¥gh inference. S∷¥den∷∷ ere al∷ admΛnΛ∷∷ered an epΛ∷∷em l gQ q¥e∷∷Λ nnaΛre t a∷∷e∷∷ under∷∷andΛng f ha∷ a m del i∷. Th ∷e h held m re s phΛ∷∷Λca∷ed epΛ∷∷em l gΛe∷ f scΛence ere be∷∷er able t tran∷fer ha∷ theQ had learned in rder t rea∷ n ab ¥∷ ∷her pla∷e tec∷ nΛc∷ phen mena and m re dΛffΛc¥l∷ c ncep∷¥al kn ledge in l ed in the ca¥∷al mechanΛ∷m∷ f pla∷e tec∷ nΛc∷. C n∷aΛn∷ 25 reference∷. (PVD)

ED 409 165 SE 060 307

Sand al, WΛlΛam A.; ReΛ∷er, BrΛan J.
E l Λng E¤plana∷Λ n∷ in HΛgh Sch l BΛ l gQ.
PUB DATE- 26 Mar 97
NOTE- 19p.; Paper pre∷en∷ed a∷ the Ann¥al Mee∷Λng f the AmerΛcan Ed¥ca∷Λ nal Re∷earch A∷∷ cΛa∷Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl¥∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - Re∷earch/TechnΛcal (143),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- *BΛ l gQ; *C ncep∷ F rma∷Λ n; *C n∷∷r¥c∷Λ Λ∷m (LearnΛng); C¥rrΛc¥l¥m De el pmen∷; HΛgh Sch l∷; In∷egra∷ed C¥rrΛc¥l¥m; LearnΛng S∷ra∷egΛe∷; *Me∷ac gnΛ∷Λ n; Sec ndarQ Sch l ScΛence; S∷¥den∷ E al¥a∷Λ n; *WrΛ∷Λng Acr ∷∷ the C¥rrΛc¥l¥m

B¥ΛldΛng e¤plana∷Λ n∷ i∷ f¥ndamen∷allQ ha∷ scΛence i∷ ab ¥∷. S∷¥den∷∷ req¥Λre s¥pp r∷ b ∷h f r c n∷∷r¥c∷Λng theΛr n e¤plana∷Λ n∷ ab ¥∷ the s¥rr ¥ndΛng rld, and f r reflec∷Λng n th ∷e e¤plana∷Λ n∷ in aQ∷ tha∷ help them t a∷∷e∷∷ the q¥alΛ∷Q f theΛr e¤plana∷Λ n∷ and the s∷ra∷egΛe∷ theQ u∷e t b¥Λld them. ThΛ∷ paper de∷crΛbe∷ the de el pmen∷ f a hΛgh sch l bΛ l gQ c¥rrΛc¥l¥m hΛch in∷egra∷e∷ techn l gΛcal s¥pp r∷∷ f r e¤plana∷Λ n c n∷∷r¥c∷Λ n Λ∷h scaff lded cla∷∷r m dΛ∷c¥∷∷Λ n ac∷Λ Λ∷Λe∷ t s¥pp r∷ s∷¥den∷∷' reflec∷Λ n∷ up n theΛr e¤plana∷Λ n∷ a∷ scΛen∷ΛfΛc ar∷Λfac∷∷. The g al∷ f the in∷egra∷ed c¥rrΛc¥l¥m incl¥de de el pΛng s∷¥den∷∷' idea∷ ab ¥∷ the na∷¥re f scΛen∷ΛfΛc kn ledge, theΛr skΛll∷ in c nd¥c∷Λng scΛen∷ΛfΛc in e∷∷Λga∷Λ n∷, and theΛr under∷∷andΛng f c re the rΛe∷ f bΛ l gQ. Da∷a c llec∷ed f r the s∷¥dQ f thΛ∷ pr jec∷ c n∷Λ∷∷ed f the s∷¥den∷∷' e¤plana∷Λ n∷ a∷ theQ rked thr ¥gh pr blem∷. The e¤plana∷Λ n∷ are e¤amΛned n t br ad dΛmen∷Λ n∷: (1) the ca¥∷al c herence f theΛr e¤plana∷Λ n∷; and (2) h theQ u∷e da∷a t s¥pp r∷ theΛr e¤plana∷Λ n∷. C n∷aΛn∷ 16 reference∷. (DDR)

ED 409 166 SE 060 308

Z¥ckerman, J¥ne Tr p
In∷er Λce ScΛence S¥per Λ∷ r∷' A∷∷e∷∷men∷∷ f a N Λce ScΛence Teacher'∷ VΛde ∷aped Le∷∷ n.

DESCRIPTORS- *Classroom Environment; *Constructivism (Learning); *Cooperative Learning; Foreign Countries; *Grade 1; *Group Dynamics; *Mathematics Education; Primary Education; Social Environment; Student Behavior

IDENTIFIERS- *Argument Research; Germany (Berlin)

This paper considers different forms of classroom interaction, focusing particularly on cooperation, the different forms of cooperation, and the functionality of these forms with regard to learning opportunities. The form of student cooperation evaluated is defined as help. The research context is Gotz Krummheuer's project on the reconstruction of formats of collective argumentation in primary mathematics classrooms. The current work widens and complements Krummheuer's perspective by asking in what kind of cooperative situations one can expect processes of arguing. Data were derived from a project in Berlin, Germany. All classroom activities of a first-grade class were videotaped over a 2-week period in which field notes were taken and students' papers were collected. Three interactions were selected for analysis to show where student help becomes obstructive. Results illustrate aspects of help that can function in an obstructive way. For example, one partner may utter a wish for help which can function as a distraction. Further, one partner may help without being asked which can function as a nuisance. Contrastive analyses of less fruitful processes of helping along with describing arguing processes might help in developing the empirical basis for a grounded theory on the social conditions of learning in classrooms. Contains 13 references. (PVD)

ED 409 186 SE 060 347

Zhang, Wanli; And Others

Influences of Internal and External Frames of Reference on Math and Verbal Self-concepts for Gifted and Non-gifted Tenth Grade Students.

PUB DATE- Mar 97

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; English; *English Instruction; Grade 10; High School Students; High Schools; Mathematics; *Mathematics Achievement; Sex Differences; *Student Attitudes

This study explores the relationship between mathematics and English achievement and mathematics and verbal self-concept and investigates whether these relationships are invariant with respect to student ability and gender. Data from 16,033 10th grade students who completed both the base and the first follow-up student questionnaire of the National Educational Longitudinal Study (NELS) of 1988 were used in this study. Findings indicate that math and verbal self-concepts are substantially less correlated than math and English achievement; individual level math (English) achievement has a positive, direct effect on math (verbal) self-concept but a negative, direct effect on verbal (math) self-concept; and school level math (English) achievement has a negative effect on math (verbal) self-concept but not on verbal (math) self-concept. These findings were found to be invariant across males and females as well as gifted and non-gifted students; however, statistically significant gender differences and giftedness differences were found in the correlations between math and verbal self-rganΛΛa#Λ n#. C n#aΛn# 19 reference#. (DDR)

ED 409 209 SE 060 463

L erQ, La rence F., Ed.
NSTA Pa#h aQ# t the ScΛence S#andard#: G¥ΛdelΛne# f r M Λng the VΛ#Λ n in# Prac#Λce. Elemen#arQ Sch l EdΛ#Λ n.
SPONS. AGENCY- M n#an# F¥nd, S#. L ¥Λ#, M .; D¥ P n# C rp., WΛlmΛng# n, Del.; AmerΛcan Pe#r le¥m In###., Wa#hΛng# n, D.C.
PUB DATE- 97
NOTE- 152p.; F r HΛgh Sch l edΛ#Λ n, see SE 060 464. F¥ndΛng al# pr Λded bQ the ChemΛcal Man¥fac#¥er# A### cΛa#Λ n.
LANGUAGE- EnglΛ#h
EDRS PrΛce- MF01 Pl¥# P ##age. PC N # A aΛlable fr m EDRS.
PUB TYPE- G¥Λde#/Me#h d#/TechnΛq¥e# (F r Prac#Λ#Λ ner#) - Cla###r m U#e - TeachΛng G¥Λde# (F r Teacher) (052)
DESCRIPTORS- *Ed¥ca#Λ nal S#ra#egΛe#; Elemen#arQ Ed¥ca#Λ n; *Elemen#arQ Sch l ScΛence; E al¥a#Λ n; *Pr fe###Λ nal De el pmen#; ScΛence Ac#Λ Λ#Λe#; *ScΛence Ed¥ca#Λ n; *S#andard#; TeachΛng Me#h d#
IDENTIFIERS- *Na#Λ nal ScΛence Ed¥ca#Λ n S#andard#

ThΛ# b k i# de#Λgned t pr Λde elemen#arQ scΛence teacher# Λ#h prac#Λcal idea# f r p¥###Λng the vΛ#Λ n f the Na#Λ nal ScΛence Ed¥ca#Λ n S#andard# in# ac#Λ n in the cla###r m. The fΛr## three and la## t chap#er# dΛ#c¥### the S#andard# tha# applQ t teacher# f all grade le el#: (1) TeachΛng; (2) Pr fe###Λ nal De el pmen#; (3) A##e###men#; (4) Pr gram; and (5) SQ##em S#andard#. Each f the#e chap#er# c n#aΛn# a dΛ#c¥###Λ n f the S#andard# f ll ed bQ per#Λnen# ar#Λcle#. The f ¥r#h chap#er e¤amΛne# the scΛence g al# f r elemen#arQ s#¥den## a# ¥#lΛned in the C n#en# S#andard#. I# incl¥de# a general dΛ#c¥###Λ n ab ¥# the learnΛng capabΛlΛ#Λe# f s#¥den## in the varΛ ¥# grade le el# f ll ed bQ dΛ#c¥###Λ n# f selec#ed c n#en# area# Λ#h prac#Λcal s¥gge##Λ n#--Λncl¥dΛng a##e###men# p#Λ n#--f r brΛngΛng the specΛfΛc c n#en# area in# the cla###r m. VΛgne##e# are pre#en#ed a# e¤ample# f h s me f the S#andard# mΛgh# be implemen#ed u#Λng a varΛe#Q f appr ache# adap#able t manQ dΛfferen# se##Λng#. The appendΛce# c n#aΛn a c mple#e lΛ## f all the Na#Λ nal ScΛence Ed¥ca#Λ n S#andard#, rec mmenda#Λ n# f r se##Λng up an elemen#arQ scΛence facΛlΛ#Q, and a lΛ## f addre###e# f r elemen#arQ scΛence pr gram#. (JRH)

ED 409 210 SE 060 464

Te¤leQ, J¥lΛana, Ed.; WΛld, Ann, Ed.
NSTA Pa#h aQ# t the ScΛence S#andard#: G¥ΛdelΛne# f r M Λng the VΛ#Λ n in# Prac#Λce. HΛgh Sch l Sch l EdΛ#Λ n.
SPONS. AGENCY- M n#an# F¥nd, S#. L ¥Λ#, M .; D¥ P n# C rp., WΛlmΛng# n, Del.; AmerΛcan Pe#r le¥m In###., Wa#hΛng# n, D.C.
PUB DATE- 97
NOTE- 197p.; F r Elemen#arQ Sch l edΛ#Λ n, see SE 060 463. F¥ndΛng al# pr Λded bQ the ChemΛcal Man¥fac#¥rer# A### cΛa#Λ n.
LANGUAGE- EnglΛ#h
EDRS PrΛce- MF01 Pl¥# P ##age. PC N # A aΛlable fr m EDRS.
PUB TYPE- G¥Λde#/Me#h d#/TechnΛq¥e# (F r Prac#Λ#Λ ner#) - Cla###r m U#e - TeachΛng G¥Λde# (F r Teacher) (052)
DESCRIPTORS- BΛ l gΛcal ScΛence#; Ear#h ScΛence; Ed¥ca#Λ nal S#ra#egΛe#; E al¥a#Λ n; HΛgh Sch l#; Inq¥ΛrQ; In#erdΛ#cΛplΛnarQ Appr ach; PhQ#Λcal ScΛence#; *Pr fe###Λ nal De el pmen#; ScΛence and S cΛe#Q; *ScΛence Ed¥ca#Λ n; ScΛence HΛ## rQ; *Sec ndarQ Sch l ScΛence; Space ScΛence#; S#andard#; TeachΛng Me#h d#; Techn l gQ
IDENTIFIERS- *Na#Λ nal ScΛence Ed¥ca#Λ n S#andard#; Na#¥re f ScΛence

in the guide, the teacher can help students to grow through an understanding of the music. Each listing in the guide contains the title, the track number, the instrumentation, the overall length in minutes and seconds, and the national or regional origin of the selection. Specialized information includes melodic form, beat, tempo, meter, and key or mode. Suggestions for use of the selection are given. Sixteen selections are analyzed in this guide. (EH)

ED 409 233 SO 027 157

Furnham, Adrian; Oakley, David
Why Psychology
PUB DATE- 95
NOTE- 134p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Career Planning; *Careers; Foreign Countries; Higher Education; Individual Psychology; Psychological Characteristics; Psychological Studies; *Psychology; Social Science Research

This book presents an overview of the field of psychology, its origins, uses, and career opportunities. Chapter 1, "Commonsense Views and Misconceptions about Psychology," looks at common ideas and misconceptions about psychology. Chapter 2, "Background and History of Psychology," considers what psychology is and is not. Chapter 3, "Major Research Methods in Psychology," discusses the methods psychologists use to investigate their subjects. Chapter 4, "What Goes On in Psychology" explores what psychology students are usually taught, the methods of instruction, and some typical examples of psychological research. Chapter 5, "Uses (and Possible Abuses) of Psychology," is concerned with the way psychology is used by society and professional psychologists. Chapter 6, "Taking Things Further," gives some guidance on how to take a further interest in psychology through reading or more formal study and how that study could lead to a career in psychology or other allied areas. Contains references and an index. (EH)

ED 409 234 SO 027 176

Schardt, Molly
Profusion of Color: Korean Costumes and Wrapping Cloths of the Choson Dynasty. A Teacher Workshop on March 11, 1995. Teacher's Packet.
SPONS. AGENCY- California Arts Council, Sacramento.
PUB DATE- Mar 95
NOTE- 39p.; Pages 25-26 contain dark print.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; *Asian History; *Asian Studies; Clothing; Clothing Design; Elementary Secondary Education; Females; Foreign Countries; *Korean Culture; Multicultural Education; Non Western Civilization; Social Studies; Teaching Guides
IDENTIFIERS- Choson Dynasty; Korea

This teacher's packet accompanies a slide presentation on needle arts produced by anonymous women of the latter part of the Choson Dynasty (1392-1910) of Korea. The Choson dynasty, lasting 518 years, was the last period of pre-modern Korean history. It was dominated by Confucian thoughts and regulations.

design and implement a curriculum for multicultural art education. Contains 211 references. (MM)

ED 409 257 SO 028 345

McPherson, James M.
His Name was Lincoln: A Multimedia Biography. Multimedia.
PUB DATE- May 96
NOTE- 176p.; CD-ROMs and software are not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Material (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - General (130)
DESCRIPTORS- *Civil War (United States); Computer Uses in Education; Elementary Secondary Education; Independent Study; Instructional Materials; Slavery; Social Studies; *United States History
IDENTIFIERS- *Lincoln (Abraham)

These printed materials (a user's guide, a 2-part topical guide on peace and war with suggestions for classroom activities, a teacher's guide for the "Magic Media Slate,") accompany a multimedia resource packet that includes 2 interactive CD-ROMs and "Magic Media Slate," a word processor program. The packet examines the life and times of Abraham Lincoln. The user's guide introduces the program, explains how to begin, and points to activities in the teacher's guide. The 11 chapter, 2-part topical guide, "Peace and War," presents activities for students to gain further understanding. Each chapter is divided into four standard sections: recording immediate impressions; listening and comprehending; student handouts; and extensions and expressions. The "Magic Media Slate" teacher's guide assists with installing the program on the computer, explains how to get started, offers instruction on using the word processor, and teaches how to work with multimedia in a word processing environment. The guide concludes with an index of special clip art for use with the program. (MM)

ED 409 258 SO 028 347

Watt, Michael G.
National Curriculum Collaboration: The State of Reform in the States and Territories.
PUB DATE- Jul 1997
NOTE- 34p.; Paper presented at the Biannual Meeting of the Australian Curriculum Studies Association (Sydney, New South Wales, Australia, 10-13 July, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Curriculum Design; *Curriculum Development; Educational Change; *Educational Cooperation; Educational Legislation; Educational Planning; *Educational Policy; Educational Quality; Elementary Secondary Education; Foreign Countries; *National Programs; *State Standards; Student Evaluation
IDENTIFIERS- *Australia

Between 1986 and 1993 Australia developed a national curriculum framework of statements and profiles in eight learning areas. These areas were (1) English, (2) mathematics, (3) science, (4)

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Outcomes Assessment; Cooperating Teachers; Elementary Secondary Education; Evaluation Criteria; Higher Education; Models; Preservice Teacher Education; State Standards; Student Evaluation; Student Teachers; Student Teaching; *Teacher Certification; *Teacher Competencies; *Teacher Evaluation
IDENTIFIERS- *Performance Indicators; *Texas A and M University

This study at Texas A&M University identified indicators of student teacher development to guide their supervising cooperating teachers. Meetings were held with cooperating teachers to brainstorm indicators of success in student teaching. The questions raised addressed: what cooperating teachers should look for in preservice teaching; what progression should be expected in preservice teaching performance; what hierarchy existed for these indicators; and possible categorization of the indicators. A list of 64 indicators was generated, followed by open coding of each indicator and subsequent categorization. A draft document was presented at several professional development meetings of university supervisors for comments and refinement. The indicators were matched and coded against the five learner-centered proficiencies expected of Texas teachers. The resulting document was made available for use by university supervisors. It also became part of the Appendix of the Student Teaching Handbook. The result combines the research- and outcomes-based standards of the State of Texas with the learner-centered proficiencies from the teacher-generated indicators. Appended are: the Texas State Proficiencies, Suggested Indicators of Student Teacher Progressive Development, the Student Teacher Progressive Development Initial Stage Observation Checklist, and Progressive Development Growth & Development Stage Observation Checklist." (Contains 15 references.) (JLS)

ED 409 278 SP 037 386

Petrosino, Anthony J., Jr.
Authentic Experience within Investigative Activities: The Role of Reflection in the Learning Environment.
PUB DATE- Mar 97
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). Some of the figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Discovery Processes; *Elementary School Science; Elementary School Students; *Hands On Science; Intermediate Grades; Middle Schools; Problem Solving; *Science Experiments; *Science Process Skills; Student Attitudes; Summer Programs; Teaching Methods; Theory Practice Relationship; Thinking Skills
IDENTIFIERS- Middle School Students; *Model Rocketry; Tennessee (Nashville)

This document examines how a unit on model rockets, designed to be a "hands-on" activity within the "Mission to Mars" curriculum that was implemented in the Nashville (Tennessee) area middle schools, has been used to investigate children's understanding of experimentation. A literature review explores some of the traditional constraints placed on children in the

PUB DATE- 30 Jun 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accounting; Cost Estimates; *Costs; Elementary Secondary Education; Financial Audits; *Government Employees; Personnel Policy; *Retirement Benefits; School Personnel; State Programs; Statewide Planning; Teacher Employment Benefits; *Teacher Retirement; Teachers
IDENTIFIERS- Actuarial Science; *Louisiana

This report presents the results of the actuarial valuation of assets and liabilities as well as funding requirements for the Teachers Retirement System of Louisiana as of June 30, 1996. Data reported include current funding, actuarial assets and valuation assets. These include the Louisiana State University Agriculture and Extension Service Fund, the Texaco Settlement Fund, and the Experience Account Fund. The rate of return for investments is reported as ranging from 9.9 percent (1992) to 16.28 (1996) with a 5-year average of 10.54 percent. Demographic analysis shows that the system continues to show properties of an aging population that is indicative of the problem the state faces in its ability to attract and retain graduates to the profession. Additionally, the cost of allowing retirees to return to work, even with partial offsets, is higher than the cost to fund an additional year s accrual as an active participant. Further, the issue of 20-year retirement eligibility for newly hired teachers requires legislative resolution. The Retirement Board is prohibited from granting cost of living raises unless the system meets its funding target. For the plan year ending June 30, 1996 the target has not been met and, therefore, the Board cannot grant cost of living increases. Extensive data tables and exhibits provide supporting detail. (JLS)

ED 409 297 SP 037 422

Schmidt, Patricia A.
Beginning in Retrospect. Writing and Reading a Teacher's Life.
PUB DATE- 97
NOTE- 191p.; Foreword by Sari Knopp Biklen.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Opinion Papers/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Autobiographies; *English Instruction; English Teachers; Feminism; High Schools; *Individual Development; Knowledge Base for Teaching; Personal Narratives; Philosophy; Professional Development; *Reflective Teaching; Secondary School Teachers; Self Actualization; *Self Evaluation (Individuals); Teacher Attitudes; Teacher Improvement; Theory Practice Relationship; *Writing Instruction

This book is an autobiographical effort to understand life as a person and as a high school English teacher, and how those two lives have intertwined. The text examines how the author, trained in certain ways, thinks of herself as a professional person. In addition to the subjects of the teaching of reading and writing, the author explores how her common-sense and taken-for-granted knowledge about education, curriculum, and learning were constructed. She also examines a teacher's authority, both her own in classrooms where she has taught and that of her supervisors and professors. Chapters are titled: (1) "Languaging: Developing a Theory of Shared Experience and h break the rules. The survey instrument is appended. (Contains 28 references.) (ND)

ED 409 316 SP 037 461

Bosworth, Kris
Drug Abuse Prevention: School-based Strategies That Work. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; Community Role; *Curriculum Design; *Drug Abuse; *Drug Education; *Educational Strategies; Health Promotion; Higher Education; Preservice Teacher Education; *Prevention; School Role; Secondary Education; *Teacher Role
IDENTIFIERS- ERIC Digests

This Digest discusses the role of the school, the community, and teacher preparation programs in alcohol, tobacco, and other drugs (ATOD) prevention among adolescents. It proposes that a comprehensive drug abuse prevention curriculum should incorporate: (1) normative education to help students realize that use of ATOD is not the norm for teenagers; (2) social skills improvement; (3) recognition of external pressures e.g., advertising, role models, peer attitudes; the risks and the short and long term consequences of ATOD use; (5) the development of positive aspects of life such as helping, caring, and goal setting; and (6) ways to refuse ATOD effectively and still maintain friendships. Curriculum delivery also has a critical influence on curriculum effectiveness. Some recommended methods are: interactive techniques rather than lectures or other forms of one-way communication; videos and multimedia software set in real world environments; adult role models; and integration of prevention messages into general curricula. Coordination of prevention messages and activities with other institutions in a youth's life is essential. Schools need to be actively involved in coordinating community-wide activities. Preservice teacher education curriculum content should include on adolescent ATOD use. (Contains 11 references) (LL)

ED 409 317 SP 037 495

Ripley, Suzanne
Collaboration between General and Special Education Teachers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Higher Education; *Inclusive Schools; Mainstreaming; Preservice Teacher Education; *Regular and Special Education Relationship; Secondary School Teachers; Special Education Teachers; Staff Development; *Teacher Collaboration; Teacher Responsibility; *Teacher Role

students' behavior during a tutorial group meeting and during individual study were considered as PBL behavior. Results indicate that achievement is significantly influenced by the activity of PBL behavior after correction for more general test preparation behavior. The style of PBL behavior did not yield a significant contribution. Given the statistically significant relationship found with one of the PBL behavior dimensions (activity), it would be valuable to study the effects of the dimensions of PBL style and activity on achievement in isolation and in combination. (Contains 1 figure, 4 tables, and 22 references.) (Author/SLD)

ED 409 334 TM 026 789

Yang, Wen-Ling
The Effects of Content Mix and Equating Method on the Accuracy of Test Equating Using Anchor-Item Design.
PUB DATE- Mar 97
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equated Scores; *Item Response Theory; *Raw Scores; Test Construction; *Test Content; Test Format; Test Items; *True Scores
IDENTIFIERS- Accuracy; *Anchor Tests; Anchoring Devices; Three Parameter Model; *Tucker Common Item Equating Method

Using an anchor-item design of test equating, the effects of three equating methods (Tucker linear and two three-parameter item-response-theory-based (3PL-IRT) methods), and the content representativeness of anchor items on the accuracy of equating were examined; and an innovative way of evaluating equating accuracy appropriate for the particular item-sampling design of the study was introduced. Data analyzed were test results from 2 forms of a professional competency examination with 197 and 203 items respectively. There were 145 anchor items embedded in both forms, and the 2 examinee groups were not randomly formed. From the two test forms, four pairs of shortened test forms were created to differ in the content representativeness of their anchor items. The total raw score on the original anchor items was regarded as a "pseudo true score," which was used as a criterion for evaluating equating accuracy. Overall, the three equating methods appeared to yield moderately accurate equating results on every test, but the outcomes of the IRT-based methods seemed to be more accurate than the outcomes of the Tucker method. The accuracy of equating depended on the content representativeness of the anchor items, no matter which method was used to equate test forms. The 3PL-IRT model seemed appropriate for equating the test form with negatively skewed score distribution. One appendix presents the item sampling schemes and the other contains tables of correlation analyses on anchor and nonanchor items. (Contains 6 tables, 2 figures, and 58 references.) (SLD)

ED 409 335 TM 026 792

Foegen, Anne; Deno, Stanley L.
General Outcome Measures in Secondary Mathematics: An Exploration of Relations to the NCTM Goals.
PUB DATE- Mar 97
NOTE- 35p.; Paper presented at the Annual Meeting of the American

(3) "The LangĽage QĽe::::Λ n in HΛgher EdĽca::Λ n: Trend:: and I::::Ľe::" (N. JaQaram); (4) "Acce::::Λng HΛgher EdĽca::Λ n--The DΛlemma f Sch lΛng: W men, MΛn rΛ::Λe::, SchedĽled Ca::::e:: and SchedĽled TrΛbe:: in C n::emp rarQ IndΛa" (KarĽna Chanana); (5) "E¤amΛna::Λ n Ref rm in TradΛ::Λ nal UnΛ er::Λ::Λe::: A Feñ S::ep:: Fñrñard, ManQ S::ep:: Back" (Ma::he ZacharΛah); and (6) "C rdΛna::Λng AgencΛe:: in HΛgher EdĽca::Λ n" (AmrΛk SΛngh); (7) "ScΛen::ΛfΛc Re::earch: AĽ:: n m Ľ:: Re::earch In::::Λ::Ľ::Λ n:: and UnΛ er::Λ::Λe::" (B. M. Udga nkar); (8) "In::::Λ::Ľ::Λ n:: f HΛgher EdĽca::Λ n and E¤::en::Λ n: The Ca::e f AdĽl:: EdĽca::Λ n" (DenΛΛl Saldanha and Padma Vela::kar); (9) "QĽe:::: f r QĽalΛ::Q: In::er en::Λ n:: Ver::Ľ:: Impac::" (JaQalak::hmΛ IndΛre::an); (10) "The IndΛan In::::Λ::Ľ::e:: f Techn l gQ: E¤cellence in PerΛl" (P. V. IndΛre::an and N. C. NΛgam); (11) "The Open UnΛ er::Λ::Q" (V. C. KĽlandaΛ S amQ); and (12) "GearΛng a C l nΛal SQ::::em f EdĽca::Λ n t Take Independen:: IndΛa T ard:: De el pmen::" (SĽma ChΛ::nΛ::). There are 55 table:: thr Ľgh Ľ:: the b k. (All selec::Λ n:: c n::aΛn e::::en::Λ e reference n ::e::.) (CH)

ED 408 893 HE 030 209

P ::::-Sec ndarQ EdĽca::Λ n Enr llmen:: Da::a. Ba::Λc Da::a SerΛe:: 1995.
PUB DATE- Oc:: 96
NOTE- 511p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF02/PC21 PlĽ:: P ::::age.
PUB TYPE- NĽmerΛcal/QĽan::Λ::a::Λ e Da::a (110)
DESCRIPTORS- C llege Fre::hmen; C mmĽnΛ::Q C llege::; *Enr llmen::; Enr llmen:: Ra::e; Enr llmen:: Trend::; *HΛgher EdĽca::Λ n; Place f Re::Λdence; P ::::::ec ndarQ EdĽca::Λ n; PrΛ a::e C llege::; PĽblΛc C llege::; Sch l S::a::Λ::::Λc::; S::a::Λ::::Λcal Da::a; Table:: (Da::a); TechnΛcal In::::Λ::Ľ::e::; V ca::Λ nal Sch l::
IDENTIFIERS- *MΛnne:: ::a; UnΛ er::Λ::Q f MΛnne:: ::a

ThΛ:: rep r:: pre::en:::: da::a table:: pr ΛdΛng p ::::-::ec ndarQ enr llmen:: fΛgĽre:: in the s::a::e f MΛnne:: ::a f r the 5-Qear perΛ d, 1991 thr Ľgh 1995. The rep r:: Λ:: rganΛΛed in f Ľr sec::Λ n::, each f hΛch c n::aΛn:: separa::e da::a table:: f r s::a::e unΛ er::Λ::Λe::, c mmĽnΛ::Q c llege::, technΛcal c llege::, the UnΛ er::Λ::Q f MΛnne:: ::a, prΛ a::e career sch l::, prΛ a::e c llege:: and unΛ er::Λ::Λe::, prΛ a::e gradĽa::e and pr fe::::Λ nal sch l::, a:: ell a:: in::::Λ::Ľ::Λ nal, sQ::::em, r s::a::e t ::al::. Table gr Ľp:: inclĽde: (1) 5-Qear sĽmmarΛe:: f r each in::::Λ::Ľ::Λ n, 5-Qear t ::al enr llmen::, 5-Qear fĽll- and par::-tΛme enr llmen::, 5-Qear male and female enr llmen::, and fΛ e-Qear enr llmen:: f r ne en::erΛng s::Ľden::::; (2) c Ľn::Q f re::Λdence f r ne en::erΛng MΛnne:: ::a s::Ľden:::: and s::a::e r c Ľn::rQ f re::Λdence f r all s::Ľden::::; (3) par::ΛcΛpa::Λ n ra::e:: f r 1995 MΛnne:: ::a hΛgh sch l gradĽa::e::, dΛ::::rΛbĽ::Λ n f MΛnne:: ::a ne en::erΛng s::Ľden:::: bQ Qear f hΛgh sch l gradĽa::Λ n, par::ΛcΛpa::Λ n ra::Λ :: f ne en::erΛng s::Ľden:::: h gradĽa::ed in 1995 ver::Ľ:: all 1995 hΛgh sch l gradĽa::e::; and (4) in::::Λ::Ľ::Λ nal enr llmen::. A gl ::::arQ defΛnΛng term:: u::ed in the rep r:: Λ:: al:: inclĽded. (CH)

ED 408 894 HE 030 210

L cke::::, Gre::chen C.
MakΛng a DΛfference a:: a FacĽl::Q Member: OĽr HBCU':: Rec mmΛ::::ed t E¤cellence.
PUB DATE- 19 Apr 96
NOTE- 11p.; Paper pre::en::ed a:: the AnnĽal C nference f the Na::Λ nal A:::: cΛa::Λ n f r EqĽal Opp r::ĽnΛ::Q in HΛgher EdĽca::Λ n (21::::, Wa::hΛng:: n, DC, AprΛl 19, 1996).
LANGUAGE- EnglΛ::h

senior universities are compared with each other, with national averages, and with averages of the 10 states nearest Texas in population. In constant dollars, most indicators suggest the administrative expenditures are unchanged or slightly lower between fiscal years 1980 and 1995. Three indicators related to space used for administration show increases. Based on nine indicators of administrative expenditures in Texas universities from 1980 to 1995 and comparisons of fiscal year 1996 administrative salaries, it is concluded that: (1) average expenditures for administration are low when compared to national averages and averages in the 10 other most populous states; (2) Texas administrative expenditures decreased by 10 percent between fiscal year 1980 and 1994 against national data adjusted for inflation; (3) salaries for key administrative officers tend to be lower in Texas than national medians; and (4) there are large variations in administrative expenditures as a percent of total instructional expenditures within Texas. Figures and tables show national data and Texas statewide and institutional comparisons. Appendices provide definitions of key terms and technical notes. (Contains 13 references.) (JLS)

ED 408 912 HE 030 255

Improving Student Achievement through Partnerships.
PUB DATE- 92
NOTE- 52p.; Papers presented at the National Conferences on School/College Collaboration (1st, Chicago, IL, June 17-20, 1990 and 2nd, Atlanta, GA, June 23-26, 1991).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Standards; Black Students; Change Strategies; College Bound Students; College Role; *College School Cooperation; Cooperative Programs; Cultural Influences; *Educational Change; *Educational Improvement; Elementary Secondary Education; Failure; Higher Education; Leadership; Personnel Policy; Professional Development; Public Schools; School Personnel; Student School Relationship; Teacher Education; Urban Education

These three papers address educational improvement through partnerships between institutions of higher education and elementary/secondary schools. In the first paper, "Partnerships for America's Children," Kati Perry Haycock challenges educators in elementary/secondary schools and in higher education to use partnerships to create a continuum for systematizing teaching and learning excellence, K-16. The second paper, "Overcoming Barriers to Change", by Phyllis Hart, describes an intervention program, College Core, in an urban Los Angeles high school. This support program involving students, teachers, parents, and the community has boosted the high school's college-going rate from 15 percent to 65 percent. The third paper, "School Success for Black Students" (Jacqueline Irvine) discusses the issue of school failure of African American students and the role of failed cultural synchronization between students who fail and their schools. Examples are offered of how this cultural discontinuity in formal and informal communications can cause friction and misinterpretation and lead to lower student achievement. (Contains 23 references.) (JLS)

ED 408 913 HE 030 256

Substitutes for Religion," "Value-Free Science," "From Truth to Beauty," and "Administrative Order" seek to reconstruct the history of the interaction between institutions and ideas, using examples from individual institutions to illustrate particular changes. (Contains extensive reference notes.) (CH)

ED 408 931 HE 030 276

Menand, Louis, Ed.
The Future of Academic Freedom.
PUB DATE- 96
NOTE- 239p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Freedom; Censorship; College Environment; *College Faculty; Community Attitudes; Educational Philosophy; *Ethics; Freedom of Speech; Higher Education; Ideology; Intellectual Freedom; Majority Attitudes; Mass Media Role; *News Media; Personal Autonomy; Political Attitudes; *Political Correctness; Political Influences; Press Opinion; Professional Autonomy; Public Opinion; Teacher Rights; *Values
IDENTIFIERS- American Association of University Professors

These nine essays address controversial issues of academic freedom and values at the university level. The book, which was derived from two years of debate and lectures presented to national meetings of the American Association of University Professors, is organized in three sections which address such issues as: the purpose of academic freedom, the problem of hate speech, and the ethics of inquiry. The nine essays are: (1) "The Limits of Academic Freedom" (Louis Menand); (2) "Does Academic Freedom Have Philosophical Presuppositions?" (Richard Rorty); (3) "Justifying the Rights of Academic Freedom in the Era of 'Power/Knowledge'" (Thomas L. Haskell); (4) "Academic Freedom and Law: Liberalism, Speech Codes, and Related Problems" (Cass R. Sunstein); (5) "Critical Race Theory and Freedom of Speech" (Henry Louis Gates Jr.); (6) "Academic Freedom as an Ethical Practice" (Joan W. Scott); (7) "We Need a New Interpretation of Academic Freedom" (Ronald Dworkin); (8) "Science and Its Critics" (Evelyn Fox Keller); and (9) "Identity, Authority, and Freedom: The Potentate and the Traveler" (Edward W. Said). (Most essays contain extensive reference notes.) (CH)

ED 408 932 HE 030 277

Nicholls, Gill
Collaborative Change in Education.
PUB DATE- 97
NOTE- 135p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Teacher Induction; Change Strategies; *College School Cooperation; Cooperative Programs; *Educational Change; Educational Cooperation; Elementary Secondary Education; Excellence in Education; Foreign Countries; Higher Education; Inservice Teacher Education; Institutes (Training Programs); Institutional Cooperation; Mentors; Preservice Teacher Education; *Professional Development Schools; Teacher Centers; *Teacher Collaboration; Teacher Education; *Teacher Education Programs; Teacher Educators

This book reviews some key aspects social, psychological, cultural, and contextual of the development of collaborative partnerships

AmerΛcan∷ l k a∷ f d. The vΛde i∷ dΛ Λded in∷ se en sec∷Λ n∷: (1) Imp ∷∷Λble Beaʮ∷Q; (2) the WaΛf L k; (3) C n∷∷rʮc∷ed B dΛe∷; (4) F d and Se¤; (5) F d and C n∷r l; (6) the WeΛgh∷ L ∷∷ Indʮ∷∷rQ and (7) FreeΛng ImagΛna∷Λ n∷. The vΛde sʮgge∷∷∷ tha∷ c n∷ʮmer∷ a∷ ΛllΛng par∷ΛcΛpan∷∷ in the skʮlldʮggerQ f the ad er∷Λ∷Λng indʮ∷∷rQ mʮ∷∷ take an ac∷Λ e r le in challengΛng the image∷ n tele Λ∷Λ n, in m Λe∷, and in magaΛΛne ad er∷Λ∷Λng. Re Λe er c mmen∷∷ inclʮde tha∷ al∷h ʮgh the talkΛng head na∷ʮre f the vΛde   a∷ b ∷her∷ me, the me∷∷age i∷ p erfʮl and imp r∷an∷, and the re∷earch and c nclʮ∷Λ n∷ seemed s lΛd, al∷h ʮgh there ere tΛme∷ hen a∷∷ʮmp∷Λ n∷ garnered fr m the re∷earch c ʮld be challenged. (AEF)

ED 408 948 IR 018 361

McNabb, MarQ L.
HQpermedΛa: Ne DΛmen∷Λ n∷ f LΛ∷eracQ.
PUB DATE- Jan 97
NOTE- 7p.; In: VΛ∷Λ nQʮe∷∷: J ʮrneQ∷ t ard VΛ∷ʮal LΛ∷eracQ. Selec∷ed ReadΛng∷ fr m the Annʮal C nference f the In∷erna∷Λ nal VΛ∷ʮal LΛ∷eracQ A∷∷ cΛa∷Λ n (28∷h, CheQenne, WQ mΛng, Oc∷ ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Plʮ∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - E alʮa∷Λ e/Fea∷ΛbΛlΛ∷Q (142),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- C mpʮ∷er LΛ∷eracQ; C mpʮ∷er MedΛa∷ed C mmʮnΛca∷Λ n; *Elec∷r nΛc Te¤∷; *HQpermedΛa; *Inf rma∷Λ n LΛ∷eracQ; Inf rma∷Λ n Ne∷ rk∷; Inf rma∷Λ n Pr ce∷∷Λng; Inf rma∷Λ n Techn l gQ; PrΛn∷ed Ma∷erΛal∷; VΛ∷ʮal S∷Λmʮl Λ

BegΛnnΛng Λ∷h a brΛef hΛ∷∷ rQ f the sQnergΛ∷∷Λc rela∷Λ n∷hΛp be∷ een techn l gQ and lΛ∷eracQ, thΛ∷ ar∷Λcle e¤amΛne∷ the need f r redefΛnΛng lΛ∷eracQ beQ nd prΛn∷-ba∷ed c mmʮnΛca∷Λ n∷. I∷ sʮgge∷∷∷ tha∷ lΛ∷eracQ, in a c mpʮ∷er-ne∷ rked s cΛe∷Q, i∷ n ∷ s lelQ ab ʮ∷ readΛng the prΛn∷ed   rd, bʮ∷ ra∷her, tha∷ i∷ enc mpa∷∷e∷ receΛ Λng and sendΛng me∷∷age∷ in a hQpermedΛa f rma∷. I∷ i∷ n ∷ed tha∷ elec∷r nΛc c mmʮnΛca∷Λ n n ∷ nlQ inclʮde∷ prΛn∷ed te¤∷, bʮ∷ maQ al∷ enc mpa∷∷ pΛc∷ rΛal∷, fΛlm grammar∷, and mʮl∷Λ-∷en∷ rQ s∷rʮc∷ʮre∷ reqʮΛrΛng semΛ l gΛcal analQ∷Λ∷. DΛ∷cʮ∷∷Λ n then m e∷ t the charac∷erΛ∷∷Λc∷ f hQpermedΛa, the hQper∷e¤∷ ne∷ rk, and fʮndamen∷al dΛfference∷ be∷ een tQpe∷ f hQperlΛnk∷. KeQ lΛ∷eracQ c de∷ inheren∷ in elec∷r nΛc hQpermedΛa te¤∷ are c mpared Λ∷h th ∷e f ∷∷ered bQ prΛn∷-ba∷ed te¤∷. The ar∷Λcle call∷ f r c n∷Λnʮal e¤amΛna∷Λ n f emergΛng hQpermedΛa c mmʮnΛca∷Λ n∷ in rder t e∷∷ablΛ∷h the c n en∷Λ n∷ f elec∷r nΛc lΛ∷eracQ. (C n∷aΛn∷ 29 reference∷.) (AEF)

ED 408 949 IR 018 362

El-TΛgΛ, Manal A.; And O∷her∷
Percep∷Λ n f Elemen∷arQ S∷ʮden∷∷ f VΛ∷ʮal∷ n the Web.
PUB DATE- Jan 97
NOTE- 9p.; In: VΛ∷Λ nQʮe∷∷: J ʮrneQ∷ t ard VΛ∷ʮal LΛ∷eracQ. Selec∷ed ReadΛng∷ fr m the Annʮal C nference f the In∷erna∷Λ nal VΛ∷ʮal LΛ∷eracQ A∷∷ cΛa∷Λ n (28∷h, CheQenne, WQ mΛng, Oc∷ ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Plʮ∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - Re∷earch/TechnΛcal (143),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- C l r; C mprehen∷Λ n; *C mpʮ∷er GraphΛc∷; De∷Λgn ReqʮΛremen∷∷; Elec∷r nΛc Te¤∷; Elemen∷arQ Edʮca∷Λ n; Elemen∷arQ

p ∷∷Λble; and pr Λde a lΛnear pa∷h aQ. F r e¤ample, br ∷er "frame∷" enable se eral Web d c¥men∷∷ t be pened sΛm¥l∷ane ¥∷lQ in the c mp¥∷er screen area, hΛch can help cΛrc¥m en∷ dΛ∷ rΛen∷a∷Λ n. S ¥nd prΛncΛple∷ f vΛ∷¥al de∷Λgn can impr e the ae∷∷he∷Λc∷ f nlΛne ma∷erΛal∷, theΛr rganΛΛa∷Λ n, and theΛr effec∷Λ ene∷∷. (AEF)

ED 408 966   IR 018 379

BΛ∷plΛngh ff, Gre∷chen
Tra eller∷ and C b Q∷: MQ∷h∷ f the IrΛ∷h We∷∷.
PUB DATE- Jan 97
NOTE- 6p.; In: VΛ∷Λ nQ¥e∷∷: J ¥rneQ∷ t ard VΛ∷¥al LΛ∷eracQ. Selec∷ed ReadΛng∷ fr m the Ann¥al C nference f the In∷erna∷Λ nal VΛ∷¥al LΛ∷eracQ A∷∷ cΛa∷Λ n (28∷h, CheQenne, WQ mΛng, Oc∷ ber, 1996); see IR 018 353. Ph ∷ graph∷ maQ n ∷ repr d¥ce clearlQ.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl¥∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - De∷crΛp∷Λ e (Pr gram/Pr jec∷ De∷crΛp∷Λ n∷) (141),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- *FΛlm∷; F reΛgn C ¥n∷rΛe∷; *H r∷e∷; *ImagerQ; Ma∷∷ MedΛa Effec∷∷; Me∷aph r∷; MQ∷h l gQ; P p¥lar C¥l∷¥re; *SQmb lΛ∷m; VΛ∷¥al S∷Λm¥lΛ
IDENTIFIERS- C b Q∷; *FΛlm Re Λe∷∷; IrΛ∷h Drama; IrΛ∷h Pe ple; Ma∷c¥lΛnΛ∷Q; RΛ∷e∷ f Pa∷∷age; UnΛ∷ed S∷a∷e∷; *We∷∷ern∷ (FΛlm∷)

The recen∷ IrΛ∷h fΛlm "In∷ the We∷∷" (1992) e¤pl re∷ the mQ∷h f the We∷∷ n t   c n∷Λnen∷∷. Image∷ fr m tele Λ∷Λ n and m Λe∷ appear a∷ a vΛ∷¥al reference p Λn∷ Λ∷hΛn "In∷ the We∷∷"; the maΛn charac∷er∷, t∷ Q ¥ng IrΛ∷h b Q∷, are fa∷cΛna∷ed Λ∷h the AmerΛcan We∷∷ f c b Q∷ and IndΛan∷ a∷ depΛc∷ed in c ¥n∷le∷∷ H llQ   d ver∷Λ n∷. The image f the h r∷e pera∷e∷ a∷ the c mm n den mΛna∷ r t the e¤pl ra∷Λ n f b ∷h mQ∷h∷, sΛnce the b Q∷ embark n a re∷c¥e mΛ∷∷Λ n af∷er theQ see a h r∷e tha∷ a∷ s∷ len fr m them appear in a tele Λ∷ed sp r∷Λng e en∷. The h r∷e a∷ vΛ∷¥al ic n cr ∷∷e∷ the b ¥ndarΛe∷ f tΛme, space, and c¥l∷¥re; i∷ defΛne∷ the parame∷er∷ f the We∷∷ern genre in theme and s∷Qle and repre∷en∷∷ keQ elemen∷∷ f the iden∷Λ∷Q f the c b Q. TradΛ∷Λ nallQ, the traΛ∷∷ f p er and freed m a∷∷ cΛa∷ed Λ∷h the depΛc∷Λ n∷ f the h r∷e shape the ma∷c¥lΛne iden∷Λ∷Q f the c b Q. "In∷ the We∷∷" sh ∷ h   the b ndΛng pr ce∷∷ f h r∷e and man freq¥en∷lQ repre∷en∷∷ a rΛ∷e f pa∷∷age f r Q ¥ng We∷∷erner∷, an inΛ∷Λa∷Λ n in∷ manh d. A∷ in ∷her We∷∷ern saga∷, the j ¥rneQ f the t   maΛn charac∷er∷ repre∷en∷∷ b ∷h phQ∷Λcal m emen∷ acr ∷∷ the land∷cape and spΛrΛ∷¥al q¥e∷∷. (AEF)

ED 408 967   IR 018 380

B¥∷ler, Rebecca P.
The De el pmen∷ and DemΛ∷e f 8 MM FΛlm L p∷ in AmerΛca.
PUB DATE- Jan 97
NOTE- 7p.; In: VΛ∷Λ nQ¥e∷∷: J ¥rneQ∷ t ard VΛ∷¥al LΛ∷eracQ. Selec∷ed ReadΛng∷ fr m the Ann¥al C nference f the In∷erna∷Λ nal VΛ∷¥al LΛ∷eracQ A∷∷ cΛa∷Λ n (28∷h, CheQenne, WQ mΛng, Oc∷ ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl¥∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - De∷crΛp∷Λ e (Pr gram/Pr jec∷ De∷crΛp∷Λ n∷) (141),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- Charac∷erΛΛa∷Λ n; Ed¥ca∷Λ nal BenefΛ∷∷; Ed¥ca∷Λ nal Eq¥Λpmen∷; *Ed¥ca∷Λ nal Techn l gQ; Elemen∷arQ Sec ndarQ

WQ mΛng, Oc:: ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P ::::age.
PUB TYPE- Rep r:::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- C mp¥::er GraphΛc::; C mp¥::er In::erface::; *De::Λgn Req¥Λremen::::; E al¥a::Λ n CrΛ::erΛa; Inf rma::Λ n Re::rΛe al; Pr blem::; *Screen De::Λgn (C mp¥::er::); U::er Need:: (Inf rma::Λ n); *W rld WΛde Web
IDENTIFIERS- Web Br ::er::; *Web SΛ::e::

ThΛ:: paper de::crΛbe:: ba::Λc tQpe:: f W rld WΛde Web page:: and pre::en:::: de::Λgn crΛ::erΛa f r page laQ ¥:: ba::ed n prΛncΛple:: f vΛ::¥al lΛ::eracQ. DΛ::c¥::::Λ n f c¥::e:: n page:: tha:: pre::en:: inf rma::Λ n in the f ll Λng s::Qle::: bΛllb ard; dΛrec:: rQ/Λnde::; te::::¥al; and graphΛc::. Pr blem:: and s l¥::Λ n:: in Web page c n::::r¥c::Λ n are e::pl red acc rdΛng t the::e prΛncΛple::. DΛ::c¥::::Λ n incl¥de::: (1) lack f c mm n page laQ ¥:: tag::, varΛabΛlΛ::Q in the f rm:: f HQperTe:::: Mark¥p Lang¥age, and varΛabΛlΛ::Q in eq¥Λpmen:: a:: the bΛgge:::: pr blem:: facΛng Web de::Λgner::; (2) s l¥::Λ n:: t laQ ¥::/::e::::¥al pr blem::; incl¥de t¥rnΛng all te:::: t graphΛc::; (3) l gΛcal a:: preferred t phQ::Λcal s::Qle:: in mark¥p; (4) rememberΛng t take in:: acc ¥n:: u::er:: Λ::h n n-graphΛcal br ::er:: and small m nΛ:: r::; (5) vΛ::¥al c¥e:: t iden::ΛfQ "h :: lΛnk::" r lΛnk::; and (6) " alΛda::Λng" the page bQ checkΛng f r n n::::andard tag::, mΛ::applΛed tag::, r impr per sQn::a::. (AEF)

ED 408 986 IR 018 399

WQa::::, R ger B.
Ver::Λcal HegelΛanΛ::m and BeQ nd: DΛgΛ::al CΛnema EdΛ::Λng.
PUB DATE- Jan 97
NOTE- 5p.; In: VΛ::Λ nQ¥e::::: J ¥rneQ:: t ard VΛ::¥al LΛ::eracQ. Selec::ed ReadΛng:: fr m the Ann¥al C nference f the In::erna::Λ nal VΛ::¥al LΛ::eracQ A:::: cΛa::Λ n (28::h, CheQenne, WQ mΛng, Oc:: ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P ::::age.
PUB TYPE- Rep r:::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Ar::; Change; De el pmen::; *DΛgΛ::al C mp¥::er::; *EdΛ::Λng; *FΛlm Pr d¥c::Λ n; FΛlm::; *Pr d¥c::Λ n TechnΛq¥e::; Techn l gΛcal Ad ancemen::
IDENTIFIERS- CΛnema:: grapher::; *DΛgΛ::al ImagerQ; *DΛgΛ::al Techn l gQ; FΛlm HΛ:::: rQ; VΛ::¥al C mm¥nΛca::Λ n

CΛnema a:: an ar:: and c mm¥nΛca::Λ n f rm Λ:: en::erΛng Λ:::: sec nd cen::¥rQ f de el pmen::. SergeΛ EΛ::en::::eΛn c nceΛ ed f edΛ::Λng in h rΛΛ n::al and ver::Λcal term::. He sa ver::Λcal edΛ::Λng pa::::ern:: prΛmarΛlQ a:: the sQnchr nΛΛa::Λ n f sΛm¥l::ane ¥:: image and s ¥nd elemen::::, par::Λc¥larlQ m¥::Λc, n crea::e cΛnema::Λc meanΛng bQ mean:: f the rela::Λ n::hΛp be:: een them. The EΛ::en::::eΛnΛan edΛ::Λng the rΛe:: and technΛq¥e:: emb dQ the val¥e:: f the d mΛnan:: paradΛgm f the tΛme. TheQ ere gr ¥nded in a lΛnear, a::::embled, pr gre::::Λ e, and fΛ::ed rld Λe f the p ::Λ::Λ Λ:::: paradΛgm f the ind¥::::rΛal era. In recen:: Qear::, b ::h paradΛgm and techn l gQ ha e changed. A:: the paradΛgma::Λc le el, emergen:: sQ::::em:: the rQ derΛ ed fr m bΛ l gQ and ec l gΛcal c n::cΛ ¥::ne::::, p ::Λ:::: a rld Λe f in::erdependen:: sQ::::em:: tha:: are self- rganΛΛΛng, self-reneÑΛng, and self-tran::cendΛng. A:: the techn l gΛcal le el, the rΛ::e f cQberne::Λc and elec::r nΛc techn l gΛe::, reple::e Λ::h c mp¥::er:: and ne::Ñ rk::, n d mΛna::e the techn l gΛcal land::cape. The

Par::ner::hΛp:: in EdɄca::Λ n; PɄblΛc Sch l::; S::a::e AΛd; *S::a::e Pr gram::; S::a::Λ:::Λcal AnalQ::Λ::; SɄr eQ::; Techn l gΛcal Ad ancemen::; *Telec mmɄnΛca::Λ n::

IDENTIFIERS- Acce::: t C mpɄ::er::; C mpɄ::er U::e; *Techn l gQ In::egra::Λ n; Techn l gQ Plan::; UnΛ::ed S::a::e::

ThΛ:: rep r:: depΛc::: the s::a::Ʉ:: f telec mmɄnΛca::Λ n:: ne:: rk de el pmen:: and u::age bQ K-12 edɄca::Λ nal in:::Λ::Ʉ::Λ n:: in AprΛl and MaQ f 1996, a:: de::crΛbed bQ the head:: f edɄca::Λ nal techn l gQ inΛ::Λa::Λ e:: in each f the 50 s::a::e:: and the C mm n eal::h f PɄer:: RΛc . The::e da::a are repr dɄced in thΛ:: rep r:: a:: 51 "S::a::e Pr fΛle::." Fac:: r:: rela::ed t pr gre::: in ne:: rk infra:::rɄc::Ʉre de el pmen:: and u::age in K-12 sch l:: ere iden::ΛfΛed u::Λng the S::a::e Ne:: rkΛng Rep r:: SɄr eQ qɄe:::Λ nnaΛre. The f ll Λng theme:: emerged and are de::aΛled in the sec nd sec::Λ n f the rep r::: pr gre::: in acce:::Λng and u::Λng telec mmɄnΛca::Λ n:: ne:: rk:: a:: s::a::e and dΛ:::rΛc:: le el::; the qɄe:::Λ n f eqɄΛ::Q in ne:: rk acce::: bQ urban and rɄral sch l dΛ:::rΛc:::; the r le f s::a::e-le el techn l gQ plannΛng f r K-12 Ne:: rk::; h   s::a::e:: are fɄndΛng ne:: rk:: f r K-12 edɄca::Λ n; the c llab ra::Λ e r le s::a::e g ernmen:: plaQ:: in K-12 ne:: rk de el pmen::; prΛ a::e sec:: r par::ner::hΛp:: tha:: sɄpp r:: s::a::e K-12 ne:: rk::; and h   edɄca:: r:: ge:: traΛnΛng in ne:: rk u::age. HΛghlΛgh::: fr m a trend analQ::Λ:: rΛ:::en f r p lΛcQmaker:: appear a:: the end f thΛ:: sec::Λ n under gɄΛdelΛne:: f r fɄ::Ʉre ac::Λ n. The indΛ ΛdɄal s::a::e pr fΛle:: tQpΛcallQ c n::aΛn da::a and sɄr eQ c mmen::: tha:: addre::: each f the af remen::Λ ned theme::. AppendΛce:: inclɄde the S::a::e Ne:: rkΛng Rep r:: SɄr eQ Trend AnalQ::Λ::; a brΛef dΛ::cɄ:::Λ n n ne:: rk c nnec::Λ Λ::Q in urban and rɄral K-12 sch l:: and sch l dΛ:::rΛc:::; keQ s::a::e c n::ac::: in K-12 ne:: rkΛng; and the sɄr eQ qɄe:::Λ nnaΛre. (AEF)

ED 409 004   IR 018 419

AgalΛan ::, Angel :: S.

T ard:: a S cΛ l gQ f EdɄca::Λ nal C mpɄ::Λng.

PUB DATE- Apr 96

NOTE- 32p.; Paper pre::en::ed a:: the AnnɄal Mee::Λng f the AmerΛcan EdɄca::Λ nal Re::earch A::: cΛa::Λ n (Ne Y rk, NY, AprΛl 8-12, 1996).

LANGUAGE- EnglΛ::h

EDRS PrΛce- MF01/PC02 PlɄ:: P :::age.

PUB TYPE- Rep r::: - E alɄa::Λ e/Fea::ΛbΛlΛ::Q (142),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)

DESCRIPTORS- Ca::e S::ɄdΛe::; C mpara::Λ e EdɄca::Λ n; C mpɄ::er ScΛence EdɄca::Λ n; *C mpɄ::er U::e:: in EdɄca::Λ n; EdɄca::Λ nal Change; EdɄca::Λ nal Techn l gQ; Elemen::arQ Sec ndarQ EdɄca::Λ n; F reΛgn C Ʉn::rΛe::; *P lΛ::Λcal InflɄence::; P lΛ::Λc::; *Pr grammΛng LangɄage::; *S cΛal InflɄence::; S cΛ l gQ; U::e S::ɄdΛe::

IDENTIFIERS- BarrΛer:: t Inn a::Λ n; *LOGO Pr grammΛng LangɄage; UnΛ::ed KΛngd m; UnΛ::ed S::a::e::

The de el pmen:: f edɄca::Λ nal c mpɄ::Λng in the la::: t   decade:: ha:: been largelQ uncrΛ::Λcal and the fΛeld i:: d mΛna::ed bQ techn cen::rΛc appr ache::. WΛ::h fe n ::able e::cep::Λ n::, s cΛ l gΛ:::: f edɄca::Λ n ha e n :: dΛrec::lQ addre:::ed edɄca::Λ nal c mpɄ::Λng. A:: a re::Ʉl::, the s cΛal, p lΛ::Λcal and cɄl::Ʉral rΛgΛn:: and implΛca::Λ n:: f edɄca::Λ nal c mpɄ::Λng ha e remaΛned t da::e undere::pl red. VΛe Λng edɄca::Λ n a:: a pred mΛnan::lQ s cΛal and p lΛ::Λcal phen men n, thΛ:: paper sɄgge::: tha:: inf rma::Λ n techn l gQ in edɄca::Λ n sh Ʉld be sΛ::Ʉa::ed Λ::hΛn i::: neglec::ed s cΛal c n::e:::. I:: dra :: n re::earch hΛch appr prΛa::e:: idea:: fr m the s cΛ l gQ f edɄca::Λ n, s cΛ l gQ f techn l gQ, s cΛal the rQ and cɄl::Ʉral

PUB DATE- 97
NOTE- 172p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¥men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),G¥Λde::/Me::h d::/TechnΛq¥e:: (F r Prac::Λ::Λ ner::) - N n-Cla:::r m U::e (F r AdmΛnΛ:::ra::Λ e and S¥pp r:: S::aff, and f r Teacher::, Paren:::, ClergQ, e::c. in N n-Cla:::r m sΛ::¥a::Λ n::) (055)
DESCRIPTORS- C mp¥::er Ne:: rk::; *C mp¥::er SQ:::em De::Λgn; Elemen::arQ Sec ndarQ Ed¥ca::Λ n; LearnΛng Re:: ¥rce:: Cen::er::; *LΛbrarQ A¥:: ma::Λ n; *LΛbrarQ TechnΛcal Pr ce:::e::; MΛcr c mp¥::er::; Need:: A:::e:::men::; OnlΛne Ca::al g::; *Sch l LΛbrarΛe::
IDENTIFIERS- *Small LΛbrarΛe::; Techn l gQ In::egra::Λ n

Al::h ¥gh the general a¥:: ma::Λ n pr ce::: can be applΛed t m ::: lΛbrarΛe::, small lΛbrarΛe:: and medΛa cen::er:: req¥Λre a c¥::: mΛΛed appr ach. U::Λng a sQ:::ema::Λc appr ach, thΛ:: g¥Λde c er:: each s::ep and a::pec:: f a¥:: ma::Λ n in a small lΛbrarQ se:::Λng, and c mbΛne:: the prΛncΛple:: f a¥:: ma::Λ n Λ::h fΛeld-te:::ed ac::Λ Λ::Λe::. Af::er dΛ::c¥:::Λng need:: a:::e:::men:: and c mparΛng varΛ ¥:: lΛbrarQ f¥nc::Λ n:: Λ::hΛn the a¥:: ma::ed and una¥:: ma::ed en Λr nmen:::, a de::aΛled de::crΛp::Λ n Λ:: pr Λded f sQ:::em selec::Λ n and Λmplemen::a::Λ n. Pr blem:: tha:: end-¥::er:: enc ¥n::er in acce:::Λng OPAC:: are Λden::ΛfΛed, Λnn a::Λ e s l¥::Λ n:: are ffered, and ac::Λ Λ::Λe:: f r hand::- n e¤perΛence are rec mmended. Incl¥ded are g¥ΛdelΛne:: f r f¥nc::Λ n:: analQ::Λ::, prepara::Λ n f a Req¥e::: f r Pr p ::al (RFP), barc dΛng, sΛ::e prepara::Λ n, and da::aba::e maΛn::enance are Λncl¥ded. The b k al:: e¤amΛne:: the r le f the medΛa specΛalΛ:::, varΛ ¥:: c mp¥::er sQ:::em:: and theΛr fea::¥re::, l cal area ne:: rk t p l gΛe:: and archΛ::ec::¥re::, varΛ ¥:: c mp nen::: f a USMARC/MΛcr LIF Pr :: c l rec rd, OPAC:: Λn cQber::pace, the r le f the Z39.50 s::andard, and m re. A gl :::arQ, Λnde¤ and lΛ::: f addΛ::Λ nal readΛng:: are Λncl¥ded. (AEF)

ED 409 022 IR 056 423

Dreñe::, Jeanne M., Ed.; Page, J¥lΛe A., Ed.
Pr m ::Λng Pre::er a::Λ n A arene::: Λn LΛbrarΛe::: A S ¥rceb k f r AcademΛc, P¥blΛc, Sch l, and SpecΛal C llec::Λ n::. The Green d LΛbrarQ Managemen:: C llec::Λ n.
PUB DATE- 97
NOTE- 368p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¥men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),C llec::ed W rk:: - General (020),G¥Λde::/Me::h d::/TechnΛq¥e:: (F r Prac::Λ::Λ ner::) - N n-Cla:::r m U::e (F r AdmΛnΛ:::ra::Λ e and S¥pp r:: S::aff, and f r Teacher::, Paren:::, ClergQ, e::c. in N n-Cla:::r m sΛ::¥a::Λ n::) (055)
DESCRIPTORS- Ca::e S::¥dΛe::; Elemen::arQ Sec ndarQ Ed¥ca::Λ n; E al¥a::Λ n Me::h d::; HΛgher Ed¥ca::Λ n; *LΛbrarΛe::; LΛbrarQ C llec::Λ n De el pmen::; *LΛbrarQ In:::r¥c::Λ n; LΛbrarQ Per:: nnel; LΛbrarQ TechnΛcal Pr ce:::e::; *Pre::er a::Λ n; Pr gram De el pmen::; Pr gram E al¥a::Λ n; Pr gram Implemen::a::Λ n; S::aff De el pmen::; TraΛnΛng; *U::er:: (Inf rma::Λ n)

ThΛ:: reference b k e¤plaΛn:: h t crea::e, Λmplemen::, and e al¥a::e f rmal and Λnf rmal pre::er a::Λ n ed¥ca::Λ n pr gram:: Λn sch l, p¥blΛc, academΛc, and specΛal c llec::Λ n::. I::'s se en chap::er:: Λncl¥de 43 paper:: bQ c n::rΛb¥:: r:: fr m a Λde range f p ::Λ::Λ n:: Λn lΛbrarΛan::hΛp and academΛa. Chap::er 1, "Pre::er a::Λ n I:::¥e:: and the C mm¥nΛ::Q f C¥::: mer::," pre::en::: an er Λe f pre::er a::Λ n ed¥ca::Λ n Λ:::¥e:: and appr ache:: f r reachΛng the c mm¥nΛ::Q f ¥::er::. I:: tackle:: the " hQ::" f skills and workplace competencies. The Act links the Goals 2000: Educate America Act with workforce and economic development and is designed to help the nation prepare for the effects of technological change. STWO differs from previous efforts in that it is driven by technological changes and does not establish federal mandates, allowing states to distribute funds and design local systems. Community colleges are poised to become major players in school-to-work initiatives because of their strong community links and experience with occupational and customized training, with over three-fourths of the colleges involving students in work-based learning as of 1993. Strengths of the colleges' work-based programs include strong program leadership, strong connections with the business or industry, the inclusion of school-based learning components, and diverse funding sources. STWO still presents challenges, however, for two-year colleges, including the use of state-rather than federal-based funding, the need for alternative schedules other than semesters, and conflicts between credit and non-credit courses. Although community colleges are effective at delivering workforce training, the opportunity to secure the lead in STWO must either be used or it will be quickly lost. (HAA)

ED 409 040 JC 970 346

Cunningham, Stephen
Graduate Employer Survey Report, 1991/92-1992/93.
PUB DATE- Nov 96
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Education Work Relationship; *Employer Attitudes; *Job Performance; *Job Skills; *Outcomes of Education; Satisfaction; Tables (Data); Two Year Colleges; Vocational Follow up
IDENTIFIERS- Pennsylvania College of Technology

This report presents results from the first comprehensive follow-up survey of employers of graduates from Pennsylvania College of Technology (PCT), based on surveys of 279 employers of graduates from 1991-92 and 219 employers of graduates from 1992-93. Following an executive summary, part II describes the survey methodology, indicating that the employer pool was developed from graduates employed in jobs related to their education, and provides a detailed analysis of findings. Part III presents data tables of employer response rates and perceptions of the graduates' skills and preparation. Finally, part IV presents tables of employer ratings of graduates by program and school. Highlighted findings include the following: (1) for all 498 respondents measuring 18 categories of job skills, 75% indicated that their graduate employee performed well or extremely well; (2) for the 213 employers from the 1992-93 sample and the 251 from the 1991-92 sample who were able to compare PCT graduates to others doing similar work, 52.4% and 59.3%, respectively, indicated that they were better prepared than other employees; (3) as job openings occur, approximately 50% of the respondents indicated that they would give preference or offer promotions to PCT graduates, while only 20% would not; and (4) technical content skills were most important to employers in determining if they would be likely to offer promotions to PCT graduates. The questionnaire and cover letters are appended. (HAA) score on the post-test for GCC students was 13.57, indicating that the course did make a significant difference in student TUCE III scores; (3) GCC students' mean post-test score was also not significantly different from the national mean of 14.31; and (4) although the TUCE III was found to provide valuable data, it was recommended that it not be used on a regular basis at GCC due to issues related to grading, the underrepresentation of community colleges in the national sample, and other issues. The test instrument, national pre- and post-test results, tables of score comparisons, and an examiners manual are appended. (TGI)

ED 409 058 JC 970 374

Petrosky, Michael C.
Using the Test of Understanding in College Economics (TUCE III) To Evaluate GCC's Microeconomics Course: An Analysis and Subsequent Assessment.
PUB DATE- Jun 97
NOTE- 52p.; For a related document on macroeconomics, see JC 970 373.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Gains; Community Colleges; *Course Evaluation; *Microeconomics; Pretests Posttests; Scores; *Standardized Tests; Test Selection; Test Validity; *Testing Problems; Two Year Colleges
IDENTIFIERS- Glendale Community College AZ; *Test of Understanding in College Economics

In spring 1996, Arizona's Glendale Community College (GCC) undertook an evaluation of a microeconomics course using the national Test of Understanding in College Economics (TUCE III). Specifically, the study sought to determine how GCC student outcomes compared to national results on the TUCE III and if the microeconomics course made a statistical difference on student scores between the pre-course and post-course tests. The TUCE III pre-test was administered to students in two sections of the microeconomics course during the first week of class, while the post-test was administered as a final exam. Study results, based on outcomes for 30 students who took both the pre- and post-tests, included the following: (1) the mean pre-test score for GCC students was 10.70, significantly below the national norm of 12.35; (2) the mean score on the post-test for GCC students was 16.10, indicating that the course did make a significant difference in student TUCE III scores; (3) GCC students' mean post-test score was also not significantly different from the national mean of 16.67; and (4) although the TUCE III was found to provide valuable data, it was recommended that it not be used on a regular basis at GCC due to issues related to grading, the underrepresentation of community colleges in the national sample, and other issues. The test instrument, national pre- and post-test results, tables of score comparisons, and an examiners manual are appended. (TGI)

ED 409 059 JC 970 375

Lee, Marcia M.
Freshman Student Survey, Westchester Community College, 1996.
PUB DATE- Apr 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childhood Needs; Conflict Resolution; Creative Development; *Dramatic Play; Early Childhood Education; Fantasy; Imagination; Interpersonal Competence; Intervention; *Play; *Preschool Children; *Pretend Play; Social Development; Teacher Behavior; Teacher Guidance; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- Developmentally Appropriate Programs; *Play Learning

The traditional role for teachers in children's play was to structure it, setting rules and interrupting if things got "out of hand." However, for children ages 3 to 5, sociodramatic play is a way to invent and make familiar the rhythms and actions of everyday life. This book describes why play is a fundamentally important part of children's development, and shows how adults can support and promote play. Integrating cognitive and psychodynamic theory, the book offers systematic descriptions and analyses of the different roles a teacher adopts toward that end--and describes both highly interactive and inhibited children from different economic backgrounds. The chapters are: (1) "Understanding and Supporting Children's Play"; (2) "Teacher as Stage Manager"; (3) "Teacher as Mediator"; (4) "Teacher as Player"; (5) "Teacher Behavior that Interrupts Play"; (6) "Teacher as Scribe"; (7) "Teacher as Assessor and Communicator"; (8) "Teacher as Planner"; (9) "Paying Attention to Play"; and (10) "A Sense of the Past and the Future." Contains 104 references. (HTH)

ED 409 078 PS 024 920

Davies, John
Educating Students in a Media-Saturated Culture.
PUB DATE- 96
NOTE- 311p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Children; *Curriculum Development; Elementary Secondary Education; *Mass Media Effects; Mass Media Role; Mass Media Use; *Media Research; Physical Development; Popular Culture; Social Development
IDENTIFIERS- Media Law; *Media Literacy; Perceived Reality

The extensive media use common today among children and adolescents requires no special literacy skills. Television, video, film, and popular music can also be viewed or listened to without acquiring new skills. Without purposefully teaching the skills to decode the meanings behind the media, however, we leave students, as well as ourselves, in the tenuous position of allowing media to construct our reality. By recognizing that fostering media literacy in students is both a responsibility and an opportunity for educators, teachers will insist that these much needed skills should find their way into the curriculum. In the middle school tradition, this book examines the research on the mass media's impact on students, using the rubric that educators of young adolescents use in approaching their students--that of their intellectual, social, emotional, and physical development. The chapters of the book are: (1) "Towards an Understanding of the Mass Media and the Meaning of Media Literacy"; (2) "The Omnipotent Media Understanding Media

This video tape explores a shift in philosophy in the Wisconsin public schools from one in which parents are excluded from affecting the classroom to one in which parents and teachers actively work together for classroom improvement. The first part of the video deals with the "Protection" model. Teachers and parents relate their experiences with this model, whereby a "wall" is built to keep parents from "hurting the system." This model: (1) is defined as friction between parents and school; (2) takes as a basic approach separating parents and school; (3) assumes the school is responsible for the children's learning; (4) assumes the parents' job is to hold the school accountable; (5) regards two-way communication and routine problem solving as inappropriate. The video also presents an illustrative conversation in which parents advocate more hands-on activities in the classroom, and teachers and administrators provide excuses for maintaining the status quo. The second part of the video deals with the "partnership" model. This model is characterized by: (1) parents and educators working together to help all children achieve success; (2) emphasis on two-way communication; (3) routine problem solving; (4) building on parents' strengths; and (5) rethinking of the entire school environment. In the video, parents and teachers describe their experiences with this model, and discuss how to present to parents what the children are learning, with more hands-on activities and fewer paper-and-pencil items to send home. The last part of the video touches on the journey to the partnership model, and staff concerns with this new model. (HTH)

ED 409 098 PS 025 543

McCracken, Janet Brown, Ed.
Reducing Stress in Young Children's Lives.
PUB DATE- 86
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bereavement; Black Youth; *Caregiver Child Relationship; Child Abuse; Child Development; Child Neglect; Child Rearing; Childrens Literature; Cognitive Development; *Coping; Cultural Pluralism; Death; Disabilities; Divorce; Early Childhood Education; Family (Sociological Unit); Fear; Hospitalized Children; Life Events; Moral Development; Obedience; Parent Child Relationship; Peer Acceptance; Pretend Play; School Readiness; Sex Education; *Stress Management; *Stress Variables; Teacher Role; *Young Children
IDENTIFIERS- Blended Families; *Stress (Biological)

Few adults deliberately set out to cause children stress or to teach them how to deal with it, yet adults do just that with every word, action, and reaction. This book collects work in the field of human development on how adults can help children learn to cope with stress. Each of the 30 chapters previously appeared in "Young Children," the professional journal of the National Association for the Education of Young Children (NAEYC). The chapters are grouped into such topics as coping with expected challenges, strengthening contemporary families, making sure that adults do not contribute to children's stress, and a review of stress research. The chapter titles include: (1) "Lobster on the Sidewalk: Understanding and Helping Children with Fears" (Hyson); (2) "Living with He-Man: Managing dependency on experts, and psychological factors regarding absent or insecure parent-child attachment bonds underlie contemporary social values that undermine parenting and obscure the importance of competent parenting to society. Because society's future depends upon competent parents and children, parents are accountable to, and need the support of, society. Rather than assuming that all parents are competent, it is more accurate to assume that most parents are competent, but children need protection from incompetent parents. Society may strengthen parenting by creating a paradigm in which parenthood is an earned relationship, with a license signifying that the parent is committed to rearing the child. Procedures for licensing parents would include timing of application, licensure criteria, and administration. By increasing competent parenting, parent licenses would substantially reduce the need for governmental intervention in families. (KDFB)

ED 409 115 PS 025 621

Kersey, Katharine C.
Don't Take It Out on Your Kids! A Parent's Guide to Positive Discipline. (Revised Edition).
PUB DATE- 94
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Child Abuse; Child Development; Child Rearing; Children; Corporal Punishment; *Discipline; *Parent Child Relationship; *Parenting Skills; Parents; Positive Reinforcement; Punishment; Self Esteem

Effective discipline methods help children become considerate and responsible human beings. This book describes a way to discipline children without using force, fear, or punishment. Following an introduction, the book's seven chapters are: (1) "Learning How To Be Parents," which discusses the difficulties of parenting and the lack of training available for parents; (2) "Bonding: The First Step," on the need for a nurturing relationship between parent and child; (3) "Honoring Our Children," discussing undesirable parenting behaviors, such as criticizing and being sarcastic, and desirable behaviors, such as careful listening and empathizing; (4) "Discipline Techniques That Don't Work," which discusses corporal punishment, humiliating a child, threatening, and other ineffective behaviors; (5) "Discipline Measures That Work," which discusses ignoring minor misbehavior, being firm, using positive reinforcement, and other effective behaviors, including strategies for controlling the child's environment; (6) "Understanding Your Child," which explores child development from infancy through adolescence; and (7) "Launching Your Child: From Theory to Practice," on common problems and situations, such as biting, tattling, potty training, and whining. The book concludes with six appendices: (1) "Ideas for Incentives To Be Used at Home"; (2) "What To Say (or Do) When Parents Abuse Their Children in Public"; (3) "What To Do in the Grocery Store To Help Children Behave . . . Without Spanking, Hitting, or Yelling"; (4) "Ideas for Family Behavior Charts"; (5) "How To Build a Child's Self-Esteem"; and (6) "Positive Ways To Encourage Children's Growth." (LPP)

ED 409 116 PS 025 627

kn Ñledge, c mm¥nΛca¤Λ n, and in¤erac¤Λ n. "Techn l gQ in Ed¥ca¤Λ n: TΛme T Face the M n¤¤er" (J ¤¥e M. G nΛaleΛ) arn¤ tha¤ ed¥ca¤ r¤ Λll ha e t ree¤amΛne s me ba¤Λc ed¥ca¤Λ e val¥e¤ in rder t s¥cce¤¤f¥llQ in¤egra¤e the techn l gΛcal re l¥¤Λ n in¤ ed¥ca¤Λ n. SΛdebar¤ de¤crΛbe h   t u¤e the In¤erne¤ t track federal and Te¤a¤ s¤a¤e legΛ¤la¤Λ n fr m the pr p ¤al s¤age t p lΛcQ enac¤men¤ and pr Λde In¤erne¤ addre¤¤e¤ f 43 Web sΛ¤e¤ c ncerned Λ¤h bΛlΛng¥al ed¥ca¤Λ n, m¥l¤Λc¥l¤¥ral ed¥ca¤Λ n, EnglΛ¤h a¤ a sec nd lang¥age, and EnglΛ¤h lang¥age ar¤¤. (TD)

ED 409 132 RC 021 061

P¥blΛc Ed¥ca¤Λ n in Idah : D e¤ I¤ Mee¤ the Need¤ f All S¤¥den¤¤ A S¥mmarQ Rep r¤.
SPONS. AGENCY- C mmΛ¤¤Λ n n CΛ Λl RΛgh¤¤, Wa¤hΛng¤ n, D.C.
PUB DATE- N   92
NOTE- 38p.
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01/PC02 Pl¥¤ P ¤¤age.
PUB TYPE- Inf rma¤Λ n AnalQ¤e¤/S¤a¤e- f-¤he-ar¤ Ma¤erΛal¤ (070),Rep r¤¤ - E al¥a¤Λ e/Fea¤ΛbΛlΛ¤Q (142)
DESCRIPTORS- Ad Λ¤ rQ C mmΛ¤¤ee¤; *BΛlΛng¥al Ed¥ca¤Λ n; C ¥r¤ LΛ¤Λga¤Λ n; Dr p ¥¤¤; *Ed¥ca¤Λ nal Need¤; Elemen¤arQ Sec ndarQ Ed¥ca¤Λ n; Eq¥al Ed¥ca¤Λ n; Federal C ¥r¤¤; HearΛng¤; HΛgher Ed¥ca¤Λ n; *HΛ¤panΛc AmerΛcan¤; *LΛmΛ¤ed EnglΛ¤h SpeakΛng; MΛgran¤ Ed¥ca¤Λ n; M¥l¤Λc¥l¤¥ral Ed¥ca¤Λ n; *P¥blΛc Ed¥ca¤Λ n
IDENTIFIERS- C mmΛ¤¤Λ n n CΛ Λl RΛgh¤¤; *HΛ¤panΛc AmerΛcan S¤¥den¤¤; *Idah

ThΛ¤ rep r¤ Λ¤ ba¤ed n a c mm¥nΛ¤Q f r¥m c n ened n MaQ 15, 1991, in T Λn Fall¤, Idah , t b¤aΛn inf rma¤Λ n and vΛeÑ¤ n p¥blΛc ed¥ca¤Λ n in Idah ; Λ¤¤ impac¤ n mΛn rΛ¤Λe¤; and, specΛfΛcallQ, the hΛgh dr p ¥¤ ra¤e f HΛ¤panΛc¤, Λ¤¤ ca¥¤e¤, and p ¤¤Λble s l¥¤Λ n¤. Chap¤er 1 gΛ e¤ the backgr ¥nd f a 1979 la ¤¥Λ¤ fΛled bQ the Idah MΛgran¤ C ¥ncΛl agaΛn¤¤ the Idah S¤a¤e B ard f Ed¥ca¤Λ n. The la ¤¥Λ¤ a¤ se¤¤led in 1983 hen the defendan¤ agreed t implemen¤ plan¤ t mee¤ the need¤ f s¤¥den¤¤ Λ¤h lΛmΛ¤ed EnglΛ¤h pr fΛcΛencQ. H e er, the s¤a¤e ad Λ¤ rQ c mmΛ¤¤ee t the U.S. C mmΛ¤¤Λ n n CΛ Λl RΛgh¤¤ c n¤Λn¥ed t receΛ e c mplaΛn¤¤ allegΛng a lack f s¥ch ed¥ca¤Λ nal pr gram¤. Dem graphΛc¤ sh   tha¤ HΛ¤panΛc¤ are the large¤¤ n n-WhΛ¤e gr ¥p in Idah . Chap¤er 2 c n¤Λ¤¤¤ f s¥mmarΛe¤ f f r¥m pre¤en¤a¤Λ n¤ bQ the s¤a¤e s¥perΛn¤enden¤ f in¤¤r¥c¤Λ n, l cal s¥perΛn¤enden¤¤, prΛncΛpal¤, teacher¤, unΛ er¤Λ¤Q s¤aff, c rp ra¤e ed¥ca¤Λ n and traΛnΛng e¤per¤¤, the dΛrec¤ r f ed¥ca¤Λ n f r the s¤a¤e c rrec¤Λ nal in¤¤Λ¤¥¤Λ n, and prΛ a¤e cΛ¤ΛΛen¤. The par¤ΛcΛpan¤¤ addre¤¤ed the Λ¤¤¥e¤ f lang¥age and c¥l¤¥ral dΛfference¤ affec¤Λng HΛ¤panΛc¤; the urgen¤ need f r bΛlΛng¥al, bΛc¥l¤¥ral s¤aff a¤ all le el¤ f ed¥ca¤Λ n; and the need f r a smar¤er ell-ed¥ca¤ed   rk f rce f r ind¥¤¤rQ in Idah . Chap¤er 3 incl¥de¤ a s¥mmarQ f 24 rec mmenda¤Λ n¤ pr p ¤ed bQ per¤ n¤ appearΛng bef re the Idah Ad Λ¤ rQ C mmΛ¤¤ee. AppendΛ¤ A c n¤Λ¤¤¤ f the c n¤en¤ decree and se¤¤lemen¤ agreemen¤ in the af remen¤Λ ned laÑ¤¥Λ¤. (TD)

ED 409 133 RC 021 062

Ed¥ca¤Λ nal Opp r¤¥nΛ¤Λe¤ f r AmerΛcan IndΛan¤ in MΛnneap lΛ¤ and S¤. Pa¥l P¥blΛc Sch l¤.
SPONS. AGENCY- C mmΛ¤¤Λ n n CΛ Λl RΛgh¤¤, Wa¤hΛng¤ n, D.C.
PUB DATE- J¥l 92
NOTE- 27p.
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01/PC02 Pl¥¤ P ¤¤age.

paren:::. "S¥::Λe" a:: b rn in 1942 t paren::: h ere p r sharecr pper::. Her famΛlQ incl¥ded an lder sΛ:::er and three Q ¥nger sΛblΛng::. O¥:: f c ncern f r theΛr lde::: chΛld h a:: handΛcapped, S¥::Λe':: paren::: decΛded tha:: S¥::Λe ¥ld alk the 3 mΛle:: t sch l Λ::h her sΛ:::er. A:: a re::¥l::, S¥::Λe a:::ended a m¥l::Λgraded sch l f r a f¥ll Qear bef re begΛnnΛng fΛr::: grade. In fΛf::h grade, S¥::Λe receΛ ed the hΛghe::: sc re n an achΛe emen:: te:::. When S¥::Λe reached eΛgh::h grade, her famΛlQ m ed and she and her sΛblΛng:: had t alk 3 mΛle:: t ca::ch the b¥:: t the hΛgh sch l 15 mΛle:: a aQ. ThΛ:: change in sch l and l ca::Λ n Λdened S¥::Λe':: h rΛΛ n::, a:: she a:: e¤p ::ed t ::¥den::: fr m varΛ ¥:: s cΛ ec n mΛc backgr ¥nd::. She en:: n t grad¥a::e 4::h in a cla::: f 66. In c llege, she a:: c mpe::Λng Λ::h an e en grea::er varΛe::Q f ::¥den::: than in the cΛ::Q hΛgh sch l. S¥::Λe me:: thΛ:: challenge bQ c mple::Λng bachel r'::, ma:::er'::, and ed¥ca::Λ nal specΛalΛ::: degree::. The a:::Λ::¥de f S¥::Λe':: paren::: t ard sch lΛng and ed¥ca::Λ n plaQed a sΛgnΛfΛcan:: r le in her m ::Λ a::Λ n t achΛe e. Th ¥gh her m ::her and fa::her had nlQ an elemen::arQ sch l ed¥ca::Λ n, theQ de::pera::elQ an::ed theΛr chΛldren t ha e m re pp r::¥nΛ::Λe:: than theQ had. S¥::Λe':: m ::her a:: a r le m del f r her chΛldren; rked hard all f her lΛfe; and a:: ac::Λ elQ in l ed in ch¥rch, sch l, and c mm¥nΛ::Q. S¥::Λe re::Λred af::er 30 Qear:: in p¥blΛc ed¥ca::Λ n and i:: n the b ard:: f n¥mer ¥:: v l¥n::eer rganΛΛa::Λ n::. ThΛ:: ca::e ::¥dQ dem n::ra::e:: the specΛfΛc famΛlQ a:::Λ::¥de::, e en:::, and e¤perΛence:: tha:: c n::rΛb¥::ed t an indΛ Λd¥al':: s¥cce:::. (LP)

ED 409 149 RC 021 102

S¥areΛ-Or Λc , Car la; S¥areΛ-Or Λc , Marcel
Tran::f rma::Λ n::: ImmΛgra::Λ n, FamΛlQ LΛfe, and AchΛe emen:: M ::Λ a::Λ n am ng La::Λn Ad le::cen:::.
PUB DATE- 95
NOTE- 285p.; P¥blΛ::hed bQ S::anf rd UnΛ er::Λ::Q Pre:::.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¥men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),Rep r::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- *Acc¥l::¥ra::Λ n; *AchΛe emen:: Need; *Ad le::cen:::; Angl AmerΛcan::; E::hnΛc BΛa::; E::hnΛcΛ::Q; *FamΛlQ Infl¥ence; FamΛlQ Rela::Λ n::hΛp; *ImmΛgran:::; ImmΛgra::Λ n; Me¤Λcan AmerΛcan Ed¥ca::Λ n; *Me¤Λcan AmerΛcan::; Me¤Λcan::; MΛddle Sch l::; Peer Infl¥ence; Sch l A:::Λ::¥de::; Sec ndarQ Ed¥ca::Λ n; Sec ndarQ Sch l S::¥den:::; S::ranger Reac::Λ n::; S::¥den:: A:::Λ::¥de::; S::¥den:: M ::Λ a::Λ n
IDENTIFIERS- *HΛ::panΛc AmerΛcan S::¥den:::; La::Λn ::

F c¥::Λng n the e::hnΛc iden::Λ::Q and achΛe emen:: m ::Λ a::Λ n f ad le::cen:::, thΛ:: b k rep r::: n a s::¥dQ f Me¤Λcan- rΛgΛn and Angl AmerΛcan ad le::cen::: and se::: i:: in s cΛ p lΛ::Λcal, the re::Λcal, e::hn hΛ::: rΛcal, and dem graphΛc c n::e:::. The penΛng chap::er:: e¤amΛne p¥blΛc malaΛ::e er immΛgra::Λ n and e::hnΛc dΛ er::ΛfΛca::Λ n in the UnΛ::ed S::a::e:: and E¥r pe; the lΛmΛ::a::Λ n:: f me::h d l gΛe:: in s cΛal scΛence re::earch and the need f r u::Λng a varΛe::Q f me::h d l gΛe:: in e::hn graphQ; and the dem graphΛc, s cΛal, ec n mΛc, and c¥l::¥ral charac::erΛ:::Λc:: f U.S. La::Λn ::. The hear:: f the b k i:: a s::¥dQ f f ¥r gr ¥p:: f ad le::cen:::: Me¤Λcan:: in Me¤Λc , Me¤Λcan immΛgran::: t the UnΛ::ed S::a::e::, U.S.-b rn chΛldren f Me¤Λcan immΛgran:: paren:::, and maΛn:::ream Angl AmerΛcan::. The 189 s¥bjec:::, aged 13-18, a:::ended p¥blΛc mΛddle sch l:: r hΛgh sch l::. P::Qch l gΛcal in:::r¥men:::, incl¥dΛng ne tha:: elΛcΛ::ed per:: nal narra::Λ e::, ere u::ed t e¤amΛne famΛlΛ::m, famΛlQ c nflΛc::, peer infl¥ence, a:::Λ::¥de:: t ard a¥::h rΛ::Q and sch l, achΛe emen:: m ::Λ a::Λ n, and self-c ncep::. All three Me¤Λcan-

PUB DATE- Mar 97
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Beginning Teachers; Biology; Classroom Techniques; Conventional Instruction; *Educational Objectives; Faculty Development; Grade 10; Group Activities; High Schools; Learning Activities; Probationary Period; *Science Teachers; *Teacher Evaluation; *Teacher Supervision; Teaching Methods
IDENTIFIERS- New York

The purpose of this paper is to inform novice science teachers and science teacher educators of the pedagogy that science teacher supervisors value. As expert practitioners, supervisors have a perspective quite different from that of both novice teachers and teacher educators. Nine inservice science teacher supervisors assessed a novice teacher's videotaped lesson on mitosis. Their teaching experience ranged from 5 to 30 years and their supervisory experience ranged from 4 to 16 years. Five supervisors were certified as school administrators while seven had taught high school biology. The supervisors were individually interviewed within one day of viewing the videotape. The supervisors addressed 19 different aspects of the lesson. All valued indirect, activity-centered instructional methods over direct, teacher-centered approaches; small groups as an efficient arrangement for managing activity-centered instruction; classroom routines as an efficient way to effect regular procedures and hold students accountable for meeting expectations; and teachers who could engender cooperation in their students. The supervisors still expected teachers to transmit, albeit indirectly, the body of knowledge specified by an external curricular authority and to evaluate students' attempts to copy that knowledge correctly. Implications for teacher educators are discussed. Contains 25 references. (PVD)

ED 409 167 SE 060 309

Jimenez-Aleixandre, M. Pilar; Bugallo-Rodriguez, Anxela
Argument in High School Genetics.
PUB DATE- Mar 97
NOTE- 37p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Chicago, IL, March 20-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Communication; Cooperative Learning; Foreign Countries; *Genetics; High Schools; *Persuasive Discourse; Problem Solving; *Science Instruction; Secondary School Science
IDENTIFIERS- Spain

This paper reports on a case study focusing on the development of students' capacity to develop and assess arguments in the context of instruction in high school genetics. It is part of a wider project whose goals were: (1) the identification of the conditions for argument (and in general scientific reasoning) to occur in science classrooms; (2) the analysis of argument patterns used by students; and (3) the exploration of the degree of specificity or subject-matter dependence of these concepts. Higher correlations were found between math self-concept and verbal self-concept for males than for females and for gifted than for non-gifted students. Contains 76 references. (Author/JRH)

ED 409 187 SE 060 348

Henderson, Ronald W.; St. John, Linda
Thematically Integrated Middle School Mathematics: A School-University-Business Partnership.
SPONS. AGENCY- California Academic Partnership Program.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; At Risk Persons; *Elementary School Mathematics; Group Dynamics; *Hispanic Americans; Junior High Schools; Manufacturing Industry; Mathematics Instruction; Middle Schools; *Partnerships in Education; Population Trends; Problem Solving; *Relevance (Education); Small Group Instruction; Social Background; Student Attitudes; *Thematic Approach
IDENTIFIERS- *Hispanic American Students; Latinos; Middle School Students

This report examines the accomplishments of a collaborative project to enhance student learning and motivation in mathematics in a middle school serving a changing population of students, the majority of whom are Latinos. The partnership joined together the mathematics teachers and site administrator of the school, university mathematicians and educational researchers, and the management and workers from a research-and-development-oriented electronics firm. The partners in the project believed that a thematic approach to mathematics instruction might address a number of the hypothesized causes of low achievement. Results suggest that the project school is doing an especially effective job at the seventh grade level. All students showed improvement against the national norms regardless of mathematics curriculum. Eighth grade data were less encouraging but the students who were taught using a thematic curriculum held their own against the national norms. Students in the thematic class scored better on the Mathematics in Manufacturing criterion tests that sampled material covered in a manufacturing unit. Contains 33 references. (PVD)

ED 409 188 SE 060 352

Wasserman, Pamela, Ed.
People and the Planet: Lessons for a Sustainable Future.
PUB DATE- 96
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Elementary Secondary Education; *Environmental Education; Natural Resources; Pollution; Population Trends; Sustainable Development; Teaching Guides
IDENTIFIERS- *Environmental Action; Environmental Awareness

This activity guide is designed to develop students' understanding of the interdependence of people and the environment as well as the interdependence connecting members

ThΛ‼ b k i‼ de‼Λgned f r hΛgh sch l teacher‼ and c n‼aΛn‼ t l‼ t g₩Λde teachΛng, pr fe‼‼Λ nal de el pmen‼, a‼‼e‼‼men‼, pr gram and c₩rrΛc₩l₩m, and in‼erac‼Λ n‼ Λ‼h the ed₩ca‼Λ n sQ‼‼em rkΛng t ard‼ the vΛ‼Λ n f the Na‼Λ nal ScΛence Ed₩ca‼Λ n S‼andard‼. The fΛr‼‼ three and la‼‼ t₩ chap‼er‼ dΛ‼c₩‼‼ the S‼andard‼ tha‼ applQ t all K-12 teacher‼: (1) TeachΛng; (2) Pr fe‼‼Λ nal De el pmen‼; (3) A‼‼e‼‼men‼; (4) Pr gram; and (5) SQ‼‼em. Each chap‼er c n‼aΛn‼ a lΛ‼‼ f per‼Λnen‼ ar‼Λcle‼, a lΛ‼‼ f the S‼andard‼, and a char‼ hΛghlΛgh‼Λng the shΛf‼‼ in empha‼Λ‼ en Λ‼Λ ned bQ the S‼andard‼. The f ₩r‼h chap‼er i‼ de ‼ed t the scΛence c n‼en‼ ₩‼lΛned in the S‼andard‼ f r s‼₩den‼‼ in grade‼ 9-12 and i‼ cl₩‼‼ered in‼ three sec‼Λ n‼: (1) PhQ‼Λcal ScΛence; (2) LΛfe ScΛence; and (3) Ear‼h and Space ScΛence. E¤ample‼ f inq₩ΛrQ, scΛence and techn l gQ, per‼ nal and s cΛal per‼pec‼Λ e‼, and hΛ‼‼ rQ and na‼₩re f scΛence are incl₩ded f r each dΛ‼cΛplΛne. Al‼ incl₩ded are vΛgne‼‼e‼ fr m e¤emplarQ pr gram‼ and re‼ ₩rce‼ f r m re inf rma‼Λ n. AppendΛce‼ incl₩de the Na‼Λ nal ScΛence Ed₩ca‼Λ n S‼andard‼; de‼ΛgnΛng hΛgh sch l scΛence facΛlΛ‼Λe‼; and inf rma‼Λ n ab ₩‼ an p‼Λ nal CD-ROM tha‼ acc mpanΛe‼ "Pa‼hñaQ‼ t the ScΛence S‼andard‼." (JRH)

ED 409 211 SE 060 469

BΛ dΛ er‼Λ‼Q: Can We Balance Re‼ ₩rce C n‼er a‼Λ n Λ‼h Ec n mΛc Gr ‼h Gl bal En Λr nmen‼al Change SerΛe‼.
PUB DATE- 97
NOTE- 70p.
LANGUAGE- EnglΛ‼h
EDRS PrΛce- MF01 Pl₩‼ P ‼‼age. PC N ‼ A aΛlable fr m EDRS.
PUB TYPE- G₩Λde‼/Me‼h d‼/TechnΛq₩e‼ (F r Prac‼Λ‼Λ ner‼) - Cla‼‼r m U‼e - TeachΛng G₩Λde‼ (F r Teacher) (052)
DESCRIPTORS- Ca‼e S‼₩dΛe‼; Cla‼‼ΛfΛca‼Λ n; *C n‼er a‼Λ n (En Λr nmen‼); *Ec l gQ; Elemen‼arQ Sec ndarQ Ed₩ca‼Λ n; En Λr nmen‼al Ed₩ca‼Λ n; F reΛgn C ₩n‼rΛe‼; *ScΛence Ac‼Λ Λ‼Λe‼
IDENTIFIERS- *BΛ l gΛcal DΛ er‼Λ‼Q; C ‼‼a RΛca; En Λr nmen‼al Ac‼Λ n; *En Λr nmen‼al A arene‼‼

ThΛ‼ b k i‼ the fΛr‼‼ in‼‼allmen‼ in the Gl bal En Λr nmen‼al Change SerΛe‼ tha‼ lΛnk‼ the ec l gQ and bΛ l gQ f gl bal en Λr nmen‼al change‼ Λ‼h in‼Λgh‼‼ and inf rma‼Λ n fr m ‼her dΛ‼cΛplΛne‼. I‼ enc ₩rage‼ s‼₩den‼‼ t eΛgh a Λde range f inf rma‼Λ n fr m per‼Λnen‼ dΛ‼cΛplΛne‼ and t de el p theΛr n pΛnΛ n‼ in rder t make theΛr n decΛ‼Λ n‼. BΛ dΛ er‼Λ‼Q refer‼ t the varΛe‼Q f bΛ l gΛcal specΛe‼, the gene‼Λc dΛfference‼ am ng them, and the habΛ‼a‼‼ and ec ‼Q‼‼em‼ theQ c mprΛ‼e. ThΛ‼ b k c n‼aΛn‼ ac‼Λ Λ‼Λe‼ tha‼ u‼e C ‼‼a RΛca a‼ a ca‼e s‼₩dQ f r engagΛng s‼₩den‼‼ in the scΛen‼ΛfΛc in e‼‼Λga‼Λ n f bΛ l gΛcal dΛ er‼Λ‼Q. Ac‼Λ Λ‼Λe‼ incl₩de: (1) DefΛnΛng BΛ dΛ er‼Λ‼Q; (2) Q₩an‼ΛfQΛng BΛ dΛ er‼Λ‼Q; (3) Bec mΛng an Ama‼e₩r r "Para" Ta‼ n mΛ‼‼; (4) LΛfe Z ne‼ in C ‼‼a RΛca; (5) Val₩Λng BΛ dΛ er‼Λ‼Q; and (6) Tr pΛcal F re‼‼ f r Sale. (JRH)

ED 409 212 SE 060 470

Def re‼‼a‼Λ n: Can We Balance Re‼ ₩rce C n‼er a‼Λ n Λ‼h Ec n mΛc Gr ‼h Gl bal En Λr nmen‼al Change SerΛe‼.
PUB DATE- 97
NOTE- 69p.
LANGUAGE- EnglΛ‼h
EDRS PrΛce- MF01 Pl₩‼ P ‼‼age. PC N ‼ A aΛlable fr m EDRS.
PUB TYPE- G₩Λde‼/Me‼h d‼/TechnΛq₩e‼ (F r Prac‼Λ‼Λ ner‼) - Cla‼‼r m U‼e - TeachΛng G₩Λde‼ (F r Teacher) (052)
DESCRIPTORS- C n‼er a‼Λ n (En Λr nmen‼); *Ec l gQ; Elemen‼arQ

WΛ#h i## s#r ng pa#rΛarchal f cҰ# and m ralΛ##Λc phΛl # phQ, i# a# the m ## rΛgΛdlQ c n#r lled s cΛe#Q in K rean hΛ## rQ. I# a# d mΛna#ed bQ C nfҰcΛan th Ұgh# and regҰla#Λ n#. WΛ#h i## s#r ng pa#rΛarchal f cҰ# and m ralΛ##Λc phΛl # phQ, i# a# the m ## rΛgΛdlQ c n#r lled s cΛe#Q in K rean hΛ## rQ. The packe# c n#aΛn#: (1) an in#r dҰc# rQ e##aQ de#crΛbΛng the men f the Ch # n DQna##Q Λ#h de#crΛp#Λ n# f te##Λle ar#, c ##Ұme#, and p jagΛ (beaҰ#ΛfҰllQ dec ra#ed cl #h sqҰare# r rec#angle# u#ed t c er r rap temple fferΛng#, eddΛng gΛf## and rΛ#Ұal bjec## f r cerem nΛe#); (2) a de#crΛp#Λ n f sΛmple c l r the rQ u#ed in crea#Λng the cerem nΛal cl #h#; (3) a lΛ##Λng f sҰgge##ed ac#Λ Λ#Λe# f r cla##r m u#e f r grade# K-12; (4) a gl ##arQ f term# and de#crΛp#Λ n f embr ΛderQ s#Λ#che#; (5) map# f K rea rela#ed t the tΛme perΛ d; and (6) a 14-Λ#em bΛblΛ graphQ f re# Ұrce#; and (7) a slΛde lΛ## de#crΛbΛng the ar# depΛc#ed n each slΛde Λ#h tΛme perΛ d and dΛmen#Λ n# f the pΛece. (EH)

ED 409 235 SO 027 177

ScҰlp#Ұre f Ind ne#Λa. Teacher'# Packe# f r a Teacher W rk#h p.
PUB DATE- Oc# 91
NOTE- 72p.; C l red br chҰre and map maQ n # ph # c pQ ell.
LANGUAGE- EnglΛ#h
EDRS PrΛce- MF01 PlҰ# P ##age. PC N # A aΛlable fr m EDRS.
PUB TYPE- GҰΛde#/Me#h d#/TechnΛqҰe# (F r Prac#Λ#Λ ner#) - Cla##r m U#e - TeachΛng GҰΛde# (F r Teacher) (052)
DESCRIPTORS- *Ar# EdҰca#Λ n; *A#Λan HΛ## rQ; *A#Λan S#ҰdΛe#; Elemen#arQ Sec ndarQ EdҰca#Λ n; F reΛgn C Ұn#rΛe#; MҰl#ΛcҰl#Ұral EdҰca#Λ n; N n We##ern CΛ ΛlΛΛa#Λ n; *ScҰlp#Ұre; S cΛal S#ҰdΛe#; TeachΛng GҰΛde#; VΛ#Ұal Ar##
IDENTIFIERS- BalΛ; Ind ne#Λa

ThΛ# teacher'# packe# acc mpanΛe# a slΛde pre#en#a#Λ n n the scҰlp#Ұre f Ұnd in Ind ne#Λa. The packe# c n#aΛn#: (1) a slΛde lΛ## Λ#h de#crΛp#Λ n# lΛ##Λng tΛme perΛ d and dΛmen#Λ n# f each pΛece; (2) an in#r dҰc# rQ e##aQ de#crΛbΛng the se##Λng f Ind ne#Λa, the Cen#ral Ja ane#e PerΛ d and the Ea##ern Ja ane#e PerΛ d; (3) de#crΛp#Λ n# f h t crea#e recQcled paper fan# fr m Ja a and BalΛne#e palm leaf fferΛng#; (4) a famΛlQ gҰΛde t acc mpanQ the "ScҰlp#Ұre f Ind ne#Λa" e#hΛbΛ#Λ n; (5) reprΛn## fr m "Ar# in Ind ne#Λa: C n#ΛnҰΛ#Λe# and Change" bQ ClaΛre H l# (C rnell UnΛ er#Λ#Q Pre##, 1967) and "RamaQana: Ind ne#Λan WaQang Sh " bQ SҰnardj HadΛ#jar k ; and (6) a map f Ind ne#Λa. (EH)

ED 409 236 SO 027 178

WΛ#he# and RΛddle#: SQmb lΛc ImagerQ in ChΛne#e Ar#.
PUB DATE- 96
NOTE- 39p.; PΛc#Ұre# maQ n # repr dҰce ell.
LANGUAGE- EnglΛ#h
EDRS PrΛce- MF01 PlҰ# P ##age. PC N # A aΛlable fr m EDRS.
PUB TYPE- GҰΛde#/Me#h d#/TechnΛqҰe# (F r Prac#Λ#Λ ner#) - Cla##r m U#e - TeachΛng GҰΛde# (F r Teacher) (052)
DESCRIPTORS- *Ar# EdҰca#Λ n; *A#Λan HΛ## rQ; *A#Λan S#ҰdΛe#; *ChΛne#e CҰl#Ұre; Elemen#arQ Sec ndarQ EdҰca#Λ n; F lk CҰl#Ұre; F reΛgn C Ұn#rΛe#; MҰl#ΛcҰl#Ұral EdҰca#Λ n; *MQ#h l gQ; N n We##ern CΛ ΛlΛΛa#Λ n; S cΛal S#ҰdΛe#; SQmb lΛ#m; TeachΛng GҰΛde#
IDENTIFIERS- ChΛna; *ChΛne#e Ar#

ThΛ# teacher'# packe# acc mpanΛe# a slΛde pre#en#a#Λ n n the Λ#he# and rΛddle# f Ұnd in mQ#h# and rebҰ#e# in ChΛne#e ar#. The packe# c n#aΛn#: (1) an in#r dҰc# rQ e##aQ de#crΛbΛng sQmb lΛ#m u#ed in the ar# f varΛ Ұ# dQna##Λe# f ChΛna; (2) a slΛde lΛ## de#crΛbΛng the ar# depΛc#ed n each slΛde Λ#h tΛme studies of society and the environment, (5) arts, (6) health and physical education, (7) technology, and (8) languages other than English. This development represented the most significant curriculum reform ever attempted in Australian education. Previous studies have examined the effects of the contrasting doctrines of corporate federalism and economic reform with the states' rights' position adopted by the states and territories. This article explores how antecedent conditions for curriculum development have influenced the process of implementing the national statements and profiles in the states and territories between 1993 and 1997. The states and territories examined are Queensland, New South Wales, Victoria, South Australia, Western Australia, Tasmania, Australian Capital Territory, and the Northern Territory. The national curriculum reform movement was based on assumptions and goals driving the broader agenda for educational reform during the 1980s. The individual states and territories, however, had already begun their own curricular reforms by the time the national agenda began implementation in the 1990s. The level of success and implementation of the national curriculum has been significantly affected by the success, degree of political support, and level of implementation of the individual efforts in each state and territory. (MJP)

ED 409 259 SO 028 348

Bergonzi, Louis; Smith, Julia
Effects of Arts Education on Participation in the Arts. Research Division Report 36.
PUB DATE- 96
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Art; *Art Education; *Audience Analysis; *Audience Participation; Audiences; *Community Education; Dance; Dance Education; Drama; Dramatics; *Fine Arts; Language Arts; Literature; Music; Music Education; Tables (Data); Theater Arts; Visual Arts
IDENTIFIERS- *Arts Participation; Survey of Public Participation in the Arts

Using data from the 1992 Survey of Public Participation in the Arts (SPPA92), research focused on the question: "Does arts education make arts participation more accessible to Americans?" The effects of both school-based arts education and community-based arts education were considered and compared. Art forms considered in this investigation were classical music, jazz, opera, musical plays or operettas, non-musical dramatic plays, ballet, other forms of dance, poetry, novels or short stories, visual art, and video programs about the arts or artists. Measures of arts consumption employed were live attending at arts performances (attendance); listening to radio broadcasts or audio recordings on record, tape, or compact disc (audio media); watching performances on television and/or using the video cassette recorder (video media); and reading print literature or listening to recordings of print literature (print media). The following are summarized research findings presented in this document. (1) Arts education was the strongest predictor of almost all types of arts participation (arts performances being the exception). Those with the most arts education were also the highest consumers and creators of various art forms. (2) The higher one's socioeconomic status (SES), the more arts education one received. The SES was more fΛeld f scΛence edꝟca::Λ n and de::crΛbe:: the de el pmen:: f the m del r cke::rQ unΛ:: in the "MΛ:::Λ n t Mar::" cꝟrrΛcꝟlꝟm. The s::ꝟdQ par::ΛcΛpan::: ere 23 fΛf::h- and sΛ::h-grade s::ꝟden::: in a sꝟmmer sch l cla:::r m. Each s::ꝟden:: a:: in::er Λe ed indΛ ΛdꝟallQ regardΛng the bjec::Λ e:: f the m del r cke:: ac::Λ Λ::Q, e¤pecΛallQ bꝟΛldΛng the ΛnnΛng m del r cke:: de::Λgn a:: pp ::ed t a m re c mprehen::Λ e vΛe f the pꝟrp ::e f the e¤perΛmen:::. AddΛ::Λ nal qꝟe:::Λ n:: addre:::ed s::ꝟden:::' under:::andΛng f c mparΛ:: n::. O er the c ꝟr::e f the in::er Λe ::, manQ s::ꝟden::: seem t ha e under::: d the imp r::ance f c mparΛ:: n, and a maj rΛ::Q ere able t see theΛr c nclꝟ::Λ n:: applQΛng n :: nlQ t theΛr n m del r cke:: de::Λgn bꝟ:: t r cke::: in general. BQ the fΛnal in::er Λe , 15 f 16 s::ꝟden::: s::a::ed tha:: s::ꝟdQΛng m del:: made f cardb ard and pla:::Λc ere rele an:: f r s::ꝟdQΛng real r cke:::, and alm ::: the en::Λre cla::: a:: able t pre::en:: realΛ:::Λc m dΛfΛca::Λ n:: t the rΛgΛnal e¤perΛmen::. FΛgꝟre:: n s::ꝟden:: in::er Λe da::a are a:::ached a:: ell a:: a c pQ f the reqꝟe::: f r de::Λgn plan:: fr m the OffΛce f the TraΛnΛng DΛrec:: r. (C n::aΛn:: 35 reference::.) (ND)

ED 409 279 SP 037 388

RΛchard::, Jane:: C.; Bark::dale-Ladd, MarQ AlΛce
WrΛ::Λng and SharΛng TeachΛng Ca::e::: A Prac::Λcal Me::h d f
C llab ra::Λ e Self-S::ꝟdQ.
PUB DATE- Mar 97
NOTE- 20p.; Paper pre::en::ed a:: the Annꝟal Mee::Λng f the AmerΛcan Edꝟca::Λ nal Re::earch A::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Plꝟ:: P :::age.
PUB TYPE- Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Ca::e S::ꝟdΛe::; Elemen::arQ Sec ndarQ Edꝟca::Λ n; HΛgher Edꝟca::Λ n; *Independen:: S::ꝟdQ; *InqꝟΛrQ; Pre::er Λce Teacher Edꝟca::Λ n; Re::earch Me::h d l gQ; Self C ncep::; Teacher A:::Λ::ꝟde::; *Teacher C llab ra::Λ n; *Teacher Edꝟca:: r::; TeachΛng Me::h d::; WrΛ::Λng Pr ce:::e::
IDENTIFIERS- *Ca::e Appr ach (WrΛ::Λng); Ca::e Me::h d (TeachΛng TechnΛqꝟe); *Pr ce::: Appr ach (WrΛ::Λng)

The aΛm:: f thΛ:: paper are t : (1) illꝟ:::ra::e a prac::Λcal, c llab ra::Λ e me::h d l gQ tha:: help:: t pr Λde in::Λgh::: in:: teachΛng per::pec::Λ e:: and prac::Λce::; (2) pr Λde inf rma::Λ n ab ꝟ:: a self-:::ꝟdQ appr ach tha:: had the p ::en::Λal t a:::Λ::: edꝟca::Λ nal prac::Λ::Λ ner:: in dΛ er::e r le:: and c n::e::: de el p under:::andΛng ab ꝟ:: them::el e::, theΛr pr fe:::Λ nal mΛlΛeꝟ::, and theΛr rk; and (3) enc ꝟrage edꝟca::Λ nal prac::Λ::Λ ner:: t engage in dΛal gΛc, c llegΛal f rm:: f self-:::ꝟdQ a:: a mean:: f reflec::Λ n and a:: a aQ f e:::endΛng the b ꝟndarΛe:: f theΛr thΛnkΛng. T lΛ::eracQ teacher edꝟca:: r:: rep r:: n rΛ::Λng and sharΛng teachΛng ca::e:: Λ::h each ::her a:: prac::Λcal, c llab ra::Λ e self-ΛnqꝟΛrQ me::h d l gQ. TheΛr e¤perΛence in ca::e rΛ::Λng and shared feedback i:: pre::en::ed thr ꝟgh t e¤ample:: f teachΛng ca::e::, Λ::h c mmen::arΛe::. The t teacher:: c nclꝟde tha:: aꝟ::h rΛng and sharΛng teachΛng ca::e:: ha:: enhanced theΛr under:::andΛng f the dΛ:::Λnc::lQ unΛqꝟe na::ꝟre f teacher::' decΛ::Λ n:: and ac::Λ n::, f cꝟ::ed a:::en::Λ n n h decΛ::Λ n:: are made, and helped the them rec gnΛΛe the e:::en:: t hΛch theΛr decΛ::Λ n:: impac:: s::ꝟden::: and ::her::. WrΛ::Λng ab ꝟ:: teachΛng ha:: al:: challenged them t ne m de:: f thΛnkΛng ab ꝟ:: them::el e:: a:: teacher edꝟca:: r::. (C n::aΛn:: 41 reference::.) (ND)

Authority"; (2) "A Beginning Teacher"; (3) "The Good Teacher"; (4) "Living in Books"; (5) "The First 15 Years, Alice in Wonderland"; (6) "Experiencing Literature and Theory, 1986-1990"; (7) "Reading Rosenblatt"; (8) "Theorizing the Reader, the Teacher, and Personal Knowledge"; (9) "The New York Stories, 1990-1992"; (10 "Educating the Spirit: Reflections on English Education"; and (11) "Beginnings in Retrospect: Self-Understanding and Education." (Contains 149 references.) (JLS)

ED 409 298 SP 037 423

The Carnegie Foundation for the Advancement of Teaching. Ninety-First Annual Report for the Year Ended June 30, 1996.
PUB DATE- 30 Jun 96
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Biographies; Elementary Secondary Education; Expenditures; *Financial Audits; *Financial Support; Higher Education; Income; Investment; *Philanthropic Foundations; Teacher Education
IDENTIFIERS- *Boyer (Ernest L); *Carnegie Foundation

This annual report of the Carnegie Foundation is dedicated to the work of Ernest L. Boyer, former President of the Foundation. It includes a detailed summary of Boyer's accomplishments as a leader in American education and his specific accomplishments as President of the Carnegie Foundation. A bibliography of books written by Ernest L. Boyer is included as is a list of books published or undertaken by the Carnegie Foundation during his presidency (1981-1997). The Foundation's annual report contains tabular financial reports including: 10-year record of investments, expenditures in retirement allowances and widows' pensions, the auditor's report with statement of financial position, statement of activities, statements of cash flows, schedule of functional expenses, schedule of educational and research expenditures, and schedule of investments (broken down into common stock, fixed income, and short-term investments). Other Carnegie philanthropies are briefly described including the Carnegie Institution of Washington and the public library buildings donated by Andrew Carnegie. (JLS)

ED 409 299 SP 037 425

Witek, Jennifer M.; Little, Steven G.
The Influence of Exceptionality and Gender on Teacher Attributions and Expectancy.
PUB DATE- 96
NOTE- 7p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attitude Measures; Attribution Theory; Behavior Problems; *Disabilities; Education Majors; Elementary Secondary Education; Emotional Problems; Higher Education; Learning Problems; Preservice Teacher Education; *Referral; *Sex Bias; Sex Differences; *Special Education; Statistical Analysis; *Student Attitudes; Student Behavior; Student Characteristics; Teacher Attitudes; *Teacher Expectations of Students

IDENTIFIERS- ERIC DΛge::::

ThΛ:: DΛge:: e¤pl re:: face:: f c llab ra::Λ n be:: een general and specΛal ed%ca::Λ n teacher:: tha:: are dΛfferen:: fr m earlΛer m del::. Incl%::Λ n f ::%den:: Λ::h dΛ::abΛlΛ::Λe:: in:: the same cla:: ha:: br %gh:: ab %:: team:: f general ed%ca::Λ n and specΛal ed%ca::Λ n teacher:: rkΛng c llab ra::Λ elQ r c pera::Λ elQ t c mbΛne theΛr pr fe::Λ nal kn ledge, per::pec::Λ e::, and skΛll::. Reg%lar and specΛal ed%ca::Λ n teacher:: share g al::, decΛ::Λ n::, cla::r m in::r%c::Λ n, re::p n::ΛbΛlΛ::Q f r ::%den::, a::e::men:: f ::%den:: learnΛng, pr blem s l Λng, and cla::r m managemen:: in the same cla::r m. The prΛmarQ re::p n::ΛbΛlΛ::Q f general ed%ca::Λ n teacher:: i:: t in::r%c:: ::%den:: in c%rrΛc%la dΛc::a::ed bQ the sch l sQ::em; the prΛmarQ re::p n::ΛbΛlΛ::Q f specΛal ed%ca::Λ n teacher:: i:: t pr Λde in::r%c::Λ n bQ adap::Λng and de el pΛng ma::erΛal:: t ma::ch the learnΛng ::Qle::, ::reng::h::, and specΛal need:: f each f theΛr ::%den::. S%cce::f%l c llab ra::Λ n in l e:: tΛme, s%pp r::, re:: %rce::, m nΛ:: rΛng, and per::Λ::ence. PlannΛng f r effec::Λ e c pera::Λ n sh %ld take place a:: the dΛ::rΛc::, b%ΛldΛng, and cla::r m le el::. In addΛ::Λ n, ed%ca::Λ n n c llab ra::Λ e skΛll::, teachΛng technΛq%e::, s%bjec:: area(::), dΛ::abΛlΛ::Q, indΛ Λd%alΛΛa::Λ n, and acc mm da::Λ n sh %ld be inc rp ra::ed in:: all teacher prepara::Λ n and pr fe::Λ nal de el pmen:: pr gram::. (C n::aΛn:: se en reference::) (LL)

ED 409 318 TM 026 540

Wang, LΛn; McNamara, Jame:: F.

An E al%a::Λ n f the Sample De::Λgn:: in Ed%ca::Λ nal S%r eQ Re::earch.

PUB DATE- Mar 97

NOTE- 25p.; Paper pre::en::ed a:: the Ann%al Mee::Λng f the AmerΛcan Ed%ca::Λ nal Re::earch A:: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).

LANGUAGE- EnglΛ::h

EDRS PrΛce- MF01/PC01 Pl%:: P ::age.

PUB TYPE- Rep r:: - E al%a::Λ e/Fea::ΛbΛlΛ::Q (142),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)

DESCRIPTORS- Cla::ΛfΛca::Λ n; EdΛ::Λng; *Ed%ca::Λ nal Re::earch; E::Λma::Λ n (Ma::hema::Λc::); E al%a::Λ n Me::h d::; *Re::earch De::Λgn; Sample SΛΛe; *SamplΛng; Sch larlQ J %rnal::; *S%r eQ::

IDENTIFIERS- Ed%ca::Λ nal AdmΛnΛ::ra::Λ n Q%ar::erlQ; VarΛance (S::a::Λ::Λcal)

ThΛ:: paper share:: the fΛndΛng:: f an inq%ΛrQ tha:: e al%a::ed 50 s%r eQ ar::Λcle:: p%blΛ::hed in a refereed j %rnal, "Ed%ca::Λ nal AdmΛnΛ::ra::Λ n Q%ar::erlQ," bQ e¤amΛnΛng the 53 sample de::Λgn:: rep r::ed in the ar::Λcle::. The paper pre::en:: a tQp l gQ f the sample de::Λgn:: iden::ΛfΛed, dΛ::c%::e:: the pr blem:: f sample selec::Λ n and e::Λma::Λ n pr ced%re::, and delΛnea::e:: p ::Λble aQ:: t impr e sample de::Λgn prac::Λce in ed%ca::Λ nal re::earch. Maj r fΛndΛng:: are tha::: (1) ne- and t -::age sample selec::Λ n:: ere tQpΛcallQ u::ed in the s%r eQ sample de::Λgn::; (2) the targe:: r s%r eQ p p%la::Λ n:: ere n :: defΛned in ab %:: half f the sample de::Λgn::; (3) here c mple¤ s%r eQ da::a a:: in l ed, varΛance e::Λma::e::, b::aΛned u::Λng the ::andard me::h d::, ere n :: adj%::ed t acc %n:: f r anQ p ::Λble de::Λgn effec::; and (4) p ::en::Λal n nre::p n::e bΛa:: effec:: ere n :: in e::Λga::ed in anQ de::Λgn:: Λ::h l re::p n::e ra::e::. O erall, the general q%alΛ::Q f the selec::Λ n pr ced%re:: in the 53 sample de::Λgn:: a:: c mpr mΛ::ed bQ pr blem::. EdΛ:: r:: f thΛ:: j %rnal sh %ld req%Λre s%ffΛcΛen:: inf rma::Λ n ab %:: sample selec::Λ n pr ced%re::. (C n::aΛn:: 3 table:: and 36 reference::.) (A%::h r/SLD)

Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Objectives; Junior High Schools; *Mathematics; *Measurement Techniques; Middle Schools; *Outcomes of Education; *Performance Based Assessment; Problem Solving; Student Attitudes; Teacher Attitudes; Teacher Expectations of Students; Thinking Skills; Urban Schools
IDENTIFIERS- *Middle School Students; *National Council of Teachers of Mathematics

As part of a larger study exploring the degree to which the general outcome measurement paradigm might be extended to address assessment issues in secondary mathematics, this study involved determining the degree to which sample performance measures would serve as indicators of general proficiency in mathematics and success in achieving the goals outlined by the National Council of Teachers of Mathematics (NCTM). These goals state that students should: (1) learn to value mathematics; (2) become confident in their ability to do mathematics; (3) become mathematical problem solvers; (4) learn to communicate mathematically; and (5) learn to reason mathematically. Participants were 100 urban middle school students. Four general outcome measures were used, including a basic mathematics operations task, a basic estimation task, modified estimation tasks, and teacher ratings. Results of the analyses support the conclusion that low to moderate relations exist between students' scores on the general outcome measures and their success in achieving the NCTM goals. The strongest relations exist between performance on the basic facts and estimation tasks and the teacher's perceptions of their proficiency and problem-solving status. General outcome measures like the ones studied are sufficiently related to teachers' judgments of student status in mathematics that they could use to monitor progress toward the NCTM goals. Although the general outcome measures do not meet all the criteria for new assessment tools proposed by the NCTM, the tasks explored in this study allow for more frequent and repeated administration. (Contains 8 tables and 54 references.) (SLD)

ED 409 336 TM 026 819

Lafleur, Clay; Tucker, John
Understanding Teachers' Perspectives on Curriculum and Assessment Reform or the More Things Change: Change-Oriented, Experienced Teachers' Views and Practices Regarding Mandated Change.
PUB DATE- Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; Cooperation; *Curriculum Development; Educational Assessment; *Educational Change; Elementary Secondary Education; Foreign Countries; High School Students; *Instructional Leadership; Interdisciplinary Approach; Junior High School Students; Professional Development; State Legislation; Stress Variables; *Teacher Attitudes; Time Management
IDENTIFIERS- *Ontario

EDRS PrΛce- MF01/PC01 Pl½:: P ::::age.
PUB TYPE- OpΛnΛ n::/Per:: nal VΛeñp An::::/P ::Λ::Λ n Paper::/E::::aQ:: (120), Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- AcademΛc S::andard::; Ac::Λ n Re::earch; *Black C llege::; *C llege Fac½l::Q; DΛ::ad an::aged Sch l::; *DΛ::ad an::aged Y ½::h; Ed½ca::Λ nallQ DΛ::ad an::aged; *E::cellence in Ed½ca::Λ n; Fac½l::Q De el pmen::; HΛgher Ed½ca::Λ n; In::::Λ::½::Λ nal MΛ::::Λ n; *Reflec::Λ e TeachΛng; *Teacher Effec::Λ ene::::; Teacher R le

Fac½l::Q member:: empl Qed a:: hΛ::: rΛcallQ black c llege:: and unΛ er::Λ::Λe:: (HBCU::) sh ½ld gΛ e prΛ rΛ::Q t teachΛng and learnΛng. The rk f fac½l::Q member:: a:: s½ch in::::Λ::½::Λ n:: i:: a aQ t reclaΛm indΛ Λd½al:: h ha e been dΛ::carded bQ s cΛe::Q. MΛ::::Λ n s::a::emen:::: sh ½ld be re Λe ed t be s½re tha:: c llege prΛn::ed ma::erΛal:: d indeed reflec:: the::e g al::. Fac½l::Q sh ½ld change the aQ theQ thΛnk--ab ½:: them::el e::, theΛr in::::Λ::½::Λ n::, and theΛr perf rmance. S½gge::::Λ n:: are made a:: t h t rec gnΛΛe and enc ½rage fac½l::Q eff r:: thr ½gh s::aff s½pp r::, rk::h p::, de el pmen:: pp r::½nΛ::Λe::, and salarQ increa::e::. The paper al:: rep r::: brΛeflQ n a teacher ac::Λ n re::earch pr jec:: tha:: a::ked he::her the perceΛ ed dΛ::parΛ::Q be:: een s::½den:: and teacher e::pec::a::Λ n:: affec::ed s::½den:: s½cce::::. One f the pr jec::: a:: ab ½:: the teacher:: in l ed in the s::½dQ became m re c mmΛ:::ed t g d teachΛng and learnΛng and tha:: theQ carrΛed tha:: c mmΛ::men:: t s½b::eq½en:: cla::::e::. (CH)

ED 408 895 HE 030 211

Da Λe::, G rd n K.
T en::Q Year:: f HΛgher Ed½ca::Λ n in VΛrgΛnΛa.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 Pl½:: P ::::age.
PUB TYPE- OpΛnΛ n::/Per:: nal VΛeñp An::::/P ::Λ::Λ n Paper::/E::::aQ:: (120)
DESCRIPTORS- *C mm½nΛ::Q S½pp r::; Ed½ca::Λ nal Ec n mΛc::; *Ed½ca::Λ nal FΛnance; Ed½ca::Λ nal P lΛcQ; *FΛnancΛal S½pp r::; G ernmen:: Sch l Rela::Λ n::hΛp; *HΛgher Ed½ca::Λ n; Inn a::Λ n; In::::Λ::½::Λ nal S½r Λ al; PlannΛng; P lΛ::Λcal Infl½ence::; P lΛ::Λcal P er; *P lΛ::Λc:: f Ed½ca::Λ n; P½blΛc OpΛnΛ n; P½blΛc S½pp r::; Re:: ½rce All ca::Λ n; *Sch l S½pp r::; S::a::e AΛd; S::a::e B ard:: f Ed½ca::Λ n; S::a::e G ernmen::; Techn l gQ Tran::fer; Telec mm½nΛca::Λ n::
IDENTIFIERS- *VΛrgΛnΛa

ThΛ:: rep r:: n VΛrgΛnΛa hΛgher ed½ca::Λ n brΛeflQ re Λe :: the impac:: f ec n mΛc rece::::Λ n, sla::hed b½dge::::, increa::ed t½Λ::Λ n, and increa::Λng p lΛ::ΛcΛΛa::Λ n up n the s::a::e'::hΛgher ed½ca::Λ n sQ::::em, and then l k:: ahead t i::::½e:: crΛ::Λcal t the hΛgher ed½ca::Λ n':: f½::½re in the s::a::e. The rep r:: pr p ::e:: ac::Λ n in three area::: (1) adeq½a::e f½ndΛng f hΛgher ed½ca::Λ n, n ::Λng tha:: the s::a::e':: s::andΛng in f½ndΛng per s::½den:: dr pped fr m 27::h place in 1985 t 44::h in 1995; (2) a need t pr ::ec:: the hΛgher ed½ca::Λ n sQ::::em fr m par::Λ::an p lΛ::Λc:: and in::erference b::er ed a:: all le el::--admΛnΛ::::ra::Λ e, p½blΛc s½pp r::, and in::ellec::½al; and (3) seΛΛΛng the pp r::½nΛ::Λe:: ffered bQ ad anced c mm½nΛca::Λ n:: techn l gQ. The rep r:: en Λ::Λ n:: a hΛgher ed½ca::Λ n sQ::::em Λ::h ne r½le::-- Λ::h n pr ::ec::Λ nΛ::: car::el::, Λ::h s::ra::egΛc in e::::men:: targe::ed t ard specΛfΛc pp r::½nΛ::Λe:: ra::her than spread ab ½:: bQ f rm½la, Λ::h an under::::andΛng f the prac::Λcal lΛmΛ::: f plannΛng, and the emergence f al::erna::Λ e

Stoel, Carol; And Others
What Works. School/College Partnerships To Improve Poor and Minority Student Achievement.
PUB DATE- 92
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Access to Education; Change Strategies; College Bound Students; College Role; *College School Cooperation; Community Colleges; Dropout Prevention; Early Identification; *Educational Change; Elementary Secondary Education; Higher Education; Leadership; *Low Income Groups; *Minority Groups; Professional Development; Program Descriptions; Public Schools; Research Needs; School Personnel; State Universities; Teacher Education

This guide provides an overview of the types and dimensions of partnership programs between institutions of higher education and elementary or secondary schools, how they operate, and their importance as a strategy for educational reform. The guide is divided into four parts which cover: (1) background context; (2) strategies used by successful programs; (3) descriptions of partnerships to improve student achievement within various categories of focus; and (4) sources of additional information about collaboration. Descriptions of early identification programs include those at the University of Missouri at St. Louis, George Mason University (Virginia), and Ohio State University. Descriptions of drop out prevention programs include those at Virginia Commonwealth University, Kean College (New Jersey), and Rancho Santiago Community College (California). Program descriptions focusing on curriculum and teaching include Hunter College (New York), University of California at Santa Cruz, and the University of California at Berkeley. Also described are college access programs at Connecticut College, the University of Missouri at St. Louis, Dickinson College (Pennsylvania), Wabash College (New Jersey), and Xavier University (New Orleans). Programs organized as schools on college campuses include Shelby State Community College (Tennessee) and LaGuardia Community College New York). Comprehensive programs are described for Maricopa Community Colleges (Arizona), University of California at Irvine, the Hispanic Association of Colleges and Universities (Texas), and Arizona State University. (JLS)

ED 408 914 HE 030 257

NACUBO Endowment Study, 1993.
PUB DATE- 94
NOTE- 398p.; For the 1992 edition, see ED 354 811.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Business Administration; Colleges; *Educational Finance; *Endowment Funds; Higher Education; *Investment; Money Management; National Surveys; Private Colleges; Public Colleges; Resource Allocation; Tables (Data); Universities
IDENTIFIERS- *Return on Investment

This report presents the results of a 1993 study of the performance and management of college and university endowments, based on data collected from 437 member institutions of the National Association of College and between elementary/secondary schools and institutions of higher education, and examines especially the nature of collaboration as part of the framework of professional development. After an introductory chapter, the first chapter focuses on the professional teaching and research communities, suggesting the need for collaboration to improve each other's practice. Chapter 2 examines the nature of working in "partnership" and the role of initial teacher education in formalizing partnership agreements. Chapter 3 addresses issues in the collaboration of schools and higher education institutions. In chapter 4 two case studies, a school-based curriculum development project in England and a school-based professional development project at a California high school illustrate successes and failures of collaborative ventures. Chapter 5 offers some theoretical perspectives on collaborative partnerships in the context of educational change, both internally and externally imposed. Finally, chapter 6 looks at the future of collaboration in suggesting that, despite trends toward greater prescription by external agencies and government legislation, there will also be increased opportunities for collaboration between institutions of higher education and schools. (Contains 175 references.) (CH)

ED 408 933 HE 030 278

Howe, Richard D.
Salary-Trend Studies of Faculty for the Years 1992-93 and 1995-96 in the Following Academic Disciplines/Major Fields: Accounting, Art, General...Geology.
PUB DATE- 96
NOTE- 228p.; For related document, see HE 030 279. For earlier salary trends, see ED 386 966-967.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); Accounting; Anthropology; Art; Biological Sciences; Business Administration; Business Administration Education; Chemistry; *College Faculty; Comparative Analysis; *Compensation (Remuneration); Computer Science; Counseling; Counselor Training; Drama; Economics; Educational Administration; Engineering; English; English Literature; Ethnic Studies; Geography; Geology; Higher Education; Second Languages; Tables (Data); *Teacher Salaries; Technology Education; Trend Analysis

This document provides comparative salary trend data for full-time faculty at 212 public and 337 private colleges and universities, based on two surveys, one for the baseline year 1992-93 and the other for the "trend" year 1995-96. For each of the 25 disciplines, a summary review provides a definition of the discipline; information on average salaries by rank, including "new assistant professor"; faculty mix percentage; and comparisons between the two study years and the Consumer Price Index. Appended to the review of each discipline are lists of the 41 disciplines surveyed and the public and private institutions that participated in that segment of the study. Data and summary details are provided for the following disciplines/major fields: Art, General; Accounting; Administrative Assistant/Secretarial Science; Anthropology; Ethnic and Cultural Studies; Biological Science/Life Sciences; Business Administration and Management; Business Management and Administrative Services; Business/Managerial Economics; Business Marketing and Marketing Management; Chemistry; Communications; Computer and Information Science; Counseling

School Students; Information Processing; Instructional Materials; *Layout (Publications); Pictorial Stimuli; *Student Attitudes; Student Surveys; *Visual Learning; *World Wide Web
IDENTIFIERS- *Visual Design

The way information is visually designed and synthesized greatly affects how people understand and use that information. Increased use of the World Wide Web as a teaching tool makes it imperative to question how visual/verbal information presented via the Web can increase or restrict understanding. The purpose of this study was to examine students' perceptions of the effectiveness of visuals in conveying the instructional message in an educational Web course. Participants were 15 seven-, eight-, and nine-year-old students. The students were asked about the design of the pages using one of the top Web course sites for children. Questions focused on information/instructional purposes, graphic/picture elements, text/lettering elements, color, layout, and texturing. Results indicated the following: (1) none of the students understood that all the sites dealt with child safety; (2) the majority of the students understood the concept of the sites as they read the information being presented, and at this point, did not use the visual designs to interpret the meaning of the sites; (3) the visual designs did not help the students make an association with the information being given; (4) students liked the color of the lettering and the background, which used cold colors; (5) students liked the uniformed layout of the sites, and none had difficulty moving from one location to another. (AEF)

ED 408 950 IR 018 363

Vrasidas, Charalambos
The White Man's Indian: Stereotypes in Film and Beyond.
PUB DATE- Jan 97
NOTE- 9p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; *Cultural Images; Film Production; *Films; *Labeling (of Persons); Popular Culture; Role Perception; *Social Bias; *Stereotypes
IDENTIFIERS- *Native Americans; Visual Representation

Before the invention of film, a stereotypical perception of Native Americans was embodied in art, fiction, and entertainment. Stereotyping of Native Americans can be categorized under three major themes: (1) the history of Native Americans compressed and portrayed under a single period of time; (2) Native cultures interpreted through white values; and (3) the grouping of the more than 600 different Native American societies under one general category. Because of its ability to present moving images, film played a major role in perpetuating the stereotypes of the Native Americans as riding horses, screaming, killing, and scalping people. Film, like any other form of art, reflects the culture of the society and at the same time, contributes to that culture; it embodies the society's values, beliefs, and social structure and assists in transmitting culture to mass audiences. Myths and stereotypes about Native Americans are alive today because television and film, as media with mass appeal, perpetuated misconceptions. The representation of Native Americans in films as mostly

Ed¼ca::Λ n; *FΛlm:::rΛp::; *Ob:: le::cence; *Se¤ R le; S cΛal
Infl¼ence::; Techn l gΛcal Ad ancemen::; *VΛ::¼al AΛd::
IDENTIFIERS- *EΛgh:: MΛllΛme::er FΛlm; *FΛlm HΛ::: rQ; Gender Gap

Ed¼ca:: r:: in the la::e 1960:: and earlQ 1970:: f ¼nd tha:: 8 mm fΛlm l p car::rΛdge:: enc ¼raged learnΛng technΛq¼e:: s¼ch a:: self-t¼:: rΛal::, indΛ Λd¼alΛΛed in:::r¼c::Λ n, and small-gr ¼p par::ΛcΛpa::Λ n. The sΛngle c ncep:: appr ach u::ed in the pr d¼c::Λ n f m ::: 8 mm car::rΛdge:: c n::rΛb¼::ed t al::erna::Λ e learnΛng s::ra::egΛe:: in the::e se:::Λng::. The sΛmplΛcΛ::Q f the eq¼Λpmen::, i::: p r::abΛlΛ::Q, inde:::r¼c::ΛbΛlΛ::Q, and l c ::: added t i::: p p¼larΛ::Q. S::andard and S¼per 8 mm fΛlm l p:: and car::rΛdge pr jec:: r:: ere c mpared t b k:: in term:: f acce::::ΛbΛlΛ::Q and ere a s::r ng pr m ::er f vΛ::¼al c mm¼nΛca::Λ n. F r all thΛ::, h e er, theQ remaΛned nlQ a sh r:: tΛme n the ed¼ca::Λ nal scene. Lack f s::andardΛΛa::Λ n and ver::a::ΛlΛ::Q, pl¼:: a n¼mber f ec n mΛc and s cΛal i:::¼e::, tran::la::ed in:: earlQ e¤::Λnc::Λ n f r thΛ:: n n-prΛn:: medΛ¼m. F r e¤ample, an analQ::Λ:: f gender in 68 fΛlm l p:: re ealed tha:: i:: a:: p :::Λble t fΛnd a male in a "femΛnΛne" r le r in a m re ne¼::ral r le; h e er, hΛle men, t , ere p r::raQed in gendered r le:: a:: ell a:: in ne¼::ral r le::, n men ere f ¼nd in s¼bjec:: area:: seen a:: ma::c¼lΛne. The::e percep::Λ n:: reflec:: the tΛme:: in hΛch the fΛlm l p:: ere crea::ed and pr d¼ced: an era in hΛch the gender gap a:: nlQ begΛnnΛng t declΛne. Regardle::: f theΛr sh r:: lΛfe span, the e¤Λ:::ence f the 8 mm fΛlm l p:: n the a¼dΛ Λ::¼al scene make:: them a par:: f ed¼ca::Λ nal techn l gQ hΛ::: rQ. (C n::aΛn:: 40 reference::.) (AEF)

ED 408 968 IR 018 381

B¼::ler, Rebecca P.
W men':: HΛ::: rQ in VΛ::¼al and A¼dΛ Λ::¼al Ed¼ca::Λ n, Where and H T FΛnd i::.
PUB DATE- Jan 97
NOTE- 5p.; In: VΛ::Λ nQ¼e:::: J ¼rneQ:: t ard VΛ::¼al LΛ::eracQ. Selec::ed ReadΛng:: fr m the Ann¼al C nference f the In::erna::Λ nal VΛ::¼al LΛ::eracQ A::: cΛa::Λ n (28::h, CheQenne, WQ mΛng, Oc:: ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¼:: P :::age.
PUB TYPE- OpΛnΛ n::/Per:: nal VΛe p Λn::::/P ::Λ::Λ n Paper::/E:::aQ:: (120),Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- ArchΛ e::; A¼dΛ ::ape Rec rdΛng::; *A¼dΛ Λ::¼al AΛd::; A¼dΛ Λ::¼al C mm¼nΛca::Λ n::; DΛ::c ¼r::e AnalQ::Λ::; D c:: ral DΛ:::er::a::Λ n::; *Female::; FemΛnΛ::: CrΛ::ΛcΛ::m; Inf rma::Λ n S ¼rce::; MedΛa SpecΛalΛ::::; Oral HΛ::: rQ; Re::earch Me::h d l gQ; S cΛal The rΛe::; Te¤::b k::; VΛ::¼al AΛd::; *W men:: S::¼dΛe::
IDENTIFIERS- A::: cΛa::Λ n f r Ed¼ca::Λ nal C mm¼nΛca::Λ n:: Tech; *Gender Gap; *HΛ::: rΛcal Backgr ¼nd

ThΛ:: paper brΛeflQ de::crΛbe:: the a¼::h r':: dΛ:::er::a::Λ n re::earch c erΛng the hΛ::: rQ f men a:: vΛ::¼al and a¼dΛ Λ::¼al ed¼ca:: r:: (1920-1957), ¼::lΛnΛng her hΛ::: rΛcal me::h d l gQ and tracΛng s ¼rce:: f r s¼ch re::earch. The me::h d l gQ u::ed a:: a dΛ::c ¼r::e analQ::Λ:: f selec::ed a¼dΛ Λ::¼al te¤::b k:: and a¼dΛ ::ape:: f f ¼nder:: in the a¼dΛ Λ::¼al fΛeld. Beca¼::e there i:: n s::andard me::h d l gQ f r a dΛ::c ¼r::e analQ::Λ:: f hΛ::: rΛcal a¼dΛ Λ::¼al te¤:::, rkΛng c ncep::: f te¤:::, reader, a¼::h r, s¼bjec::Λ Λ::Q, se¤, and gender ere dra n fr m a n¼mber f s ¼rce::: s cΛal reader the rΛe::, crΛ::Λcal femΛnΛ::m, and dΛ::c ¼r::e a:: inf rmed bQ p :::-:::r¼c::¼ral c ncep:::. EarlQ a¼dΛ Λ::¼al te¤:::: and ral hΛ::: rQ tape:: ere analQΛed t de::ermΛne the rhe:: rΛcal dΛrec::Λ n the a¼::h r::/f ¼nder:: t k in cinematic technology revolution of the last decade along with the revisioning of the theory base has led to a reconceptualization of vertical editing. The techniques of digital technology are informed by emergent systems thinking. The spontaneous juxtaposition of layers, immediate feedback, and layering of imagery all create new meanings. Because a digital image is not fixed it can be revised at any time. Informed by a systems view and implemented by digital tools and techniques, the Eisensteinian notion of vertical editing has acquired new meaning. (AEF)

ED 408 987 IR 018 400

Wyatt, Roger B.
Digital Cinema Principles and Techniques for Multi-Media Development.
PUB DATE- Jan 97
NOTE- 7p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Film Production; Models; Multimedia Materials; Production Techniques; *Systems Approach; Technological Advancement
IDENTIFIERS- *Digital Technology

Digital electronic technology systems are composed of hardware, software, thoughtware, and their contexts. The four elements of the model are in a context sensitive relationship where to alter one element is to change them all. Digital Cinema is a theoretical construct for understanding moving images produced and viewed in a digital context. Contemporary global culture is evolving from a mechanistic world view into an emergent systems model in an age of information. Emergent systems are self-organizing, self-maintaining, self-renewing, and self-transcending. A digital production system for a digital cinema emerges from this theoretical context. The Digital Cinema production system is composed of video, computers, mass storage devices, telecommunications, and audio. Digital moving image productions are the result of a three phase technology restructuring process. In the first phase, new technology enhances existing tasks and processes. It makes them better, faster, cheaper or easier. Phase two is an integrative stage; a technological integration of multiple changed tasks into an integrated whole occurs. At the third phase, technological reconceptualization not only alters the tasks and the processes, but the rational and the outcomes of the process as well. Not only the "how," but the "what" is redefined. Digital Cinema is a phase three technological development. Moving images go through a four phase process regardless of medium format, or scale. The phases are: pre-production, production, post-production, and dissemination. All four phases are profoundly affected by digital restructuring. Digital storyboards point the way to a non-linear, emergent organizational approach to the four phase production process. Specific digital hardware and software applications are designed for each of the four phases to facilitate the digital restructuring process. (AEF)

ED 408 988 IR 018 401

s⁘½dʌe⁘, and l k⁘ in⁘ the de el pmen⁘ and e l½⁘ʌ n f L g pr grammʌng lang½age in ed½ca⁘ʌ n in Unʌ⁘ed S⁘a⁘e⁘ and Brʌ⁘ʌ⁘h prʌmarQ and sec ndarQ sch l⁘ a⁘ a ca⁘e s⁘½dQ in the p lʌ⁘ʌc⁘ f ed½ca⁘ʌ nal change. The pred mʌnan⁘ le⁘⁘ n dra n fr m thʌ⁘ analQ⁘ʌ⁘ i⁘ tha⁘ hen L g a⁘ in⁘r d½ced, pree¤ʌ⁘⁘ʌng s cʌal rela⁘ʌ n⁘ ere largelQ able t u⁘ʌlʌʌe the neñ techn l gQ a⁘ an a en½e f r rea⁘⁘er⁘ʌng them⁘el e⁘, th½⁘ reʌnf rcʌng the s⁘a⁘½⁘ q½ . In b ⁘h Unʌ⁘ed S⁘a⁘e⁘ and Unʌ⁘ed Kʌngd m prʌmarQ sch l⁘, L g ended up beʌng seen m ⁘⁘ f⁘en a⁘ an elemen⁘arQ ge me⁘rʌcal pr gram, r sʌmplQ a⁘ an e¤ercʌ⁘e in enj Qable c mp½⁘er in⁘erac⁘ʌ n. In sec ndarQ sch l⁘, if L g a⁘ u⁘ed a⁘ all, i⁘ a⁘ u⁘ed in the c n⁘e¤⁘ f "⁘eachʌng pr grammʌng" ra⁘her than a⁘ a mean⁘ f e¤pre⁘⁘ʌng ma⁘hema⁘ʌcal idea⁘. The d mʌnan⁘ and p erf½llQ e⁘⁘ablʌ⁘hed sch l s⁘r½c⁘½re⁘ changed the meanʌng f L g and a⁘⁘ʌmʌla⁘ed i⁘ in⁘ the e¤ʌ⁘⁘ʌng sQ⁘⁘em, t the dʌ⁘app ʌn⁘men⁘ f i⁘⁘ rʌgʌnal de el per⁘. (C n⁘aʌn⁘ 42 reference⁘.) (A½⁘h r/AEF)

ED 409 005 IR 018 506

P er⁘, S½⁘an M.; Mʌ⁘chell, Jennʌe
S⁘½den⁘ Percep⁘ʌ n⁘ and Perf rmance in a Vʌr⁘½al Cla⁘⁘r m En ʌr nmen⁘.
PUB DATE- Mar 97
NOTE- 25p.; Paper pre⁘en⁘ed a⁘ the Ann½al Mee⁘ʌng f the Amerʌcan Ed½ca⁘ʌ nal Re⁘earch A⁘⁘ cʌa⁘ʌ n, (Chʌcag , IL, March, 1997).
LANGUAGE- Englʌ⁘h
EDRS Prʌce- MF01/PC01 Pl½⁘ P ⁘⁘age.
PUB TYPE- Rep r⁘⁘ - Re⁘earch/Technʌcal (143),Speeche⁘, C nference Paper⁘, "Paper⁘ Pre⁘en⁘ed a⁘..." (150)
DESCRIPTORS- *C mp½⁘er Medʌa⁘ed C mm½nʌca⁘ʌ n; C mp½⁘er U⁘e⁘ in Ed½ca⁘ʌ n; C pera⁘ʌ e Learnʌng; Da⁘a analQ⁘ʌ⁘; *Dʌ⁘⁘ance Ed½ca⁘ʌ n; Ed½ca⁘ʌ nal Techn l gQ; Grad½a⁘e S⁘½dQ; Hʌgher Ed½ca⁘ʌ n; In⁘⁘r½c⁘ʌ nal Inn a⁘ʌ n; *In⁘erne⁘; Learner C n⁘r lled In⁘⁘r½c⁘ʌ n; Peer Rela⁘ʌ n⁘hʌp; S⁘½den⁘ A⁘⁘ʌ⁘½de⁘; S⁘½den⁘ E al½a⁘ʌ n; Teacher S⁘½den⁘ Rela⁘ʌ n⁘hʌp
IDENTIFIERS- *Learnʌng C mm½nʌ⁘ʌe⁘; *Vʌr⁘½al Cla⁘⁘r m⁘

Al ng ʌ⁘h the gr ⁘h f elec⁘r nʌc c mm½nʌca⁘ʌ n in hʌgher ed½ca⁘ʌ n, i⁘ the rʌ⁘e f vʌr⁘½al cla⁘⁘r m⁘. Vʌr⁘½al cla⁘⁘r m⁘ e¤ʌ⁘⁘ beca½⁘e f techn l gʌe⁘ s½ch a⁘ elec⁘r nʌc maʌl, lʌ⁘⁘⁘er ⁘, cha⁘ r m⁘, and W rld Wʌde Web page⁘. Thʌ⁘ q½alʌ⁘a⁘ʌ e re⁘earch s⁘½dQ e¤amʌned ne grad½a⁘e c ½r⁘e hʌch a⁘ ffered en⁘ʌrelQ er the In⁘erne⁘. Da⁘a fr m lʌ⁘⁘⁘er ⁘ and e-maʌl me⁘⁘age⁘, s⁘½den⁘ j ½rnal⁘ and tʌme l g⁘, tran⁘crʌp⁘⁘ f cha⁘ se⁘⁘ʌ n⁘, and a gr ½p in⁘er ʌeñ a⁘ c llec⁘ed and analQʌed. The analQ⁘ʌ⁘ re ealed f ½r maj r theme⁘ rela⁘ed t s⁘½den⁘ percep⁘ʌ n⁘ and perf rmance: s⁘½den⁘ peer s½pp r⁘, s⁘½den⁘-⁘ -⁘⁘½den⁘ in⁘erac⁘ʌ n, fac½l⁘Q-⁘ -⁘⁘½den⁘ in⁘erac⁘ʌ n, and tʌme demand⁘ f the c ½r⁘e. A defʌnʌ⁘ʌ e c mm½nʌ⁘Q f learner⁘ emerged de⁘pʌ⁘e the dʌ⁘⁘ance f the learner⁘ and the lack f face-⁘ -face c n⁘ac⁘. S⁘½den⁘⁘ ere able t de el p rapp r⁘ and pr ʌde s½pp r⁘ t ne an ⁘her and ere able t de el p and maʌn⁘aʌn in⁘erac⁘ʌ n⁘ tha⁘ maQ n ⁘ ha e been a⁘⁘aʌnable in a reg½lar cla⁘⁘r m sʌ⁘½a⁘ʌ n. The fac½l⁘Q-s⁘½den⁘ rela⁘ʌ n⁘hʌp al⁘ manʌfe⁘⁘ed i⁘⁘elf dʌfferen⁘lQ. Al⁘h ½gh the in⁘⁘r½c⁘ r remaʌned the "head f the cla⁘⁘" d½rʌng sQnchr n ½⁘ cha⁘ se⁘⁘ʌ n⁘, d½rʌng the a⁘Qnchr n ½⁘ c mm½nʌca⁘ʌ n the in⁘⁘r½c⁘ r became le⁘⁘ f a p½r eQ r f inf rma⁘ʌ n and e erQ ne in the cla⁘⁘ became par⁘ f the c mm½nʌ⁘Q f learner⁘. Al⁘h ½gh s⁘½den⁘⁘ fel⁘ tha⁘ the c ½r⁘e a⁘ m re tʌme demandʌng beca½⁘e f the f rma⁘, analQ⁘ʌ⁘ f the tʌme l g⁘ re ealed tha⁘ addʌ⁘ʌ nal tʌme a⁘ spen⁘ "⁘½rfʌng" the In⁘erne⁘ and the percep⁘ʌ n a⁘ m re a f½nc⁘ʌ n f perceʌ ed tʌme in fr n⁘ f the c mp½⁘er. Fr m the analQ⁘ʌ⁘ f s⁘½den⁘

pre::er a::Λ n ed¼ca::Λ n and s¼gge:::: c mm n::en::e appr ache:: f r LΛbrarQ applΛca::Λ n. Chap::er 2, "Crea::Λng Pre::er a::Λ n Ed¼ca::Λ n Pr gram:: f r S::aff and LΛbrarQ C¼::: mer::," incl¼de:: an in::r d¼c::Λ n tha:: pre::en::: the i:::¼e:: in l ed in crea::Λng ed¼ca::Λ n pr gram:: and theΛr applΛca::Λ n t a s::a::eñΛde pre::er a::Λ n traΛnΛng pr gram. The need f r s::aff traΛnΛng in pre::er a::Λ n a:: a nece:::arQ fΛr::: s::ep in u::er ed¼ca::Λ n i:: clarΛfΛed. Chap::er 3, "E al¼a::Λng Pre::er a::Λ n Ed¼ca::Λ n Pr gram:: f r S::aff and LΛbrarQ C¼::: mer::," pre::en::: the " h , ha::, hen, here, hQ, and h " f e al¼a::Λ n. The chap::er in::r d¼c::Λ n and ca::e s::¼dΛe:: dem n:::ra::e prac::Λcal appr ache:: f r in::egra::Λng e al¼a::Λ n in:: the ed¼ca::Λ n pr ce:::. Chap::er:: 4 thr ¼gh 7 addre::: specΛfΛc tQpe:: f LΛbrarΛe::--::ch l, p¼blΛc, academΛc, and specΛal--and f c¼::e:: n u::er ed¼ca::Λ n. AppendΛce:: incl¼de: a dΛ::c¼:::Λ n Λ::h e¤ample:: f effec::Λ e graphΛc de::Λgn:: f r dΛ::plaQ:: and hand ¼:::; an ann ::a::ed bΛblΛ graphQ f b k and j ¼rnal s ¼rce::; vΛde s ¼rce:: f r in:::r¼c::Λ n n care and handlΛng f LΛbrarQ ma::erΛal::; and kΛ::: f r in:::r¼c::Λ nal se:::Λ n:: Λ::h chΛldren and Q ¼ng ad¼l:::. The v l¼me incl¼de:: er 35 Λll¼:::ra::Λ e ca::e s::¼dΛe::. (AEF)

ED 409 023 IR 056 424

K n::Λ, ChrΛ:::Λne M.
LΛbrarQ FacΛlΛ::Q SΛ::Λng and L ca::Λ n Handb k. The Green d LΛbrarQ Managemen:: C llec::Λ n.
PUB DATE- 97
NOTE- 206p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¼men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),G¼Λde::/Me::h d::/TechnΛq¼e:: (F r Prac::Λ::Λ ner::) - N n-Cla:::r m U::e (F r AdmΛnΛ:::ra::Λ e and S¼pp r:: S::aff, and f r Teacher::, Paren:::, ClergQ, e::c. in N n-Cla:::r m sΛ::¼a::Λ n::) (055)
DESCRIPTORS- Ca::e S::¼dΛe::; DecΛ::Λ n MakΛng; *FacΛlΛ::Q PlannΛng; *FacΛlΛ::Q U::ΛlΛΛa::Λ n Re::earch; LΛbrarQ AdmΛnΛ:::ra::Λ n; *LΛbrarQ De el pmen::; M del::; *P¼blΛc LΛbrarΛe::; *SΛ::e De el pmen::; *Spa::Λal Rela::Λ n::hΛp (FacΛlΛ::Λe::); S::ra::egΛc PlannΛng
IDENTIFIERS- Ge graphΛc Inf rma::Λ n SQ:::em::

ThΛ:: handb k i:: a g¼Λde t the c mple¤ pr ce::: f LΛbrarQ facΛlΛ::Q sΛ::Λng and l ca::Λ n. I:: incl¼de:: rele an:: re::earch and pr fe:::Λ nal::' sΛ::Λng e¤perΛence::, a:: ell a:: ac::¼al ca::e s::¼dΛe:: f cl ::¼re::, penΛng::, merger::, and rel ca::Λ n:: f LΛbrarQ facΛlΛ::Λe::. WhΛle the b¼lk f the v l¼me pr Λde:: prac::Λcal inf rma::Λ n, the rk al:: pre::en::: an hΛ::: rΛcal and the re::Λcal c n::e::: f r sΛ::Λng decΛ::Λ n::. Chap::er 1 e¤amΛne:: s me f the i:::¼e:: tha:: shape the l ca::Λ n f LΛbrarQ facΛlΛ::Λe::, s¼ch a:: the gr ::h f elec::r nΛc acce::: t inf rma::Λ n and the deba::e er the LΛbrarQ a:: a place. Chap::er 2 ffer:: a re Λe f the spa::Λal de el pmen:: f the AmerΛcan p¼blΛc LΛbrarQ and the hΛ::: rQ f LΛbrarQ facΛlΛ::Q sΛ::Λng. De::crΛp::Λ e lΛ::era::¼re spannΛng er 100 Qear::, pre::en::ed chr n l gΛcallQ, take:: the reader thr ¼gh ten decade:: f the c n::Λdera::Λ n:: and e¤perΛence:: f LΛbrarQ manager:: regardΛng sΛ::Λng and l ca::Λ n s::ra::egQ f r LΛbrarQ facΛlΛ::Λe::. Chap::er 3 re Λe::: re::earch n LΛbrarQ l ca::Λ n and chap::er 4 dΛ::c¼:::e:: s::a::Λ:::Λcal m dellΛng f r LΛbrarQ l ca::Λ n. Chap::er 5 pr Λde:: a sample LΛbrarQ l ca::Λ n m del f r dΛ er::e urban en Λr nmen:::. Chap::er 6 e¤amΛne:: the val¼e f ge graphΛc inf rma::Λ n sQ:::em s f:: are in LΛbrarQ sΛ::Λng decΛ::Λ n::. ThΛ:: chap::er Λll¼:::ra::e:: the imp r::ance f c llec::Λng specΛfΛc LΛbrarQ s::a::Λ:::Λc:: and theΛr u::ΛlΛ::Q f r marke:: analQ::Λ:: and l ca::Λ n f facΛlΛ::Λe::. Chap::er 7 pr Λde:: a dΛ::c¼:::Λ n f l ca::Λ n s::ra::egQ f r the

ED 409 041 JC 970 350

Gel::ner, Pe::er
Cla::: S¥cce:::-Cla::: WΛ::hdra al. Re::earch Rep r:: 96.6.1.0.
PUB DATE- 27 J¥n 96
NOTE- 70p.; PrΛn::ed n c l red paper.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC03 Pl¥:: P :::age.
PUB TYPE- N¥merΛcal/Q¥an::Λ::a::Λ e Da::a (110),Rep r::: - Re::earch/TechnΛcal (143)
DESCRIPTORS- *AcademΛc Per::Λ:::ence; A:::endance Pa:::ern::; C mm¥nΛ::Q C llege::; *Dr p ¥:: Ra::e; Dr p ¥:: Re::earch; Enr llmen:: Infl¥ence::; *Sch l H ldΛng P er; *S::¥den:: A:::rΛ::Λ n; *S::¥den:: Charac::erΛ:::Λc::; T Year C llege S::¥den:::; T Year C llege::; *WΛ::hdra al (Ed¥ca::Λ n)
IDENTIFIERS- *San::a M nΛca C llege CA

In::ended a:: a re:: ¥rce t help decrea::e s::¥den:: Λ::hdrañal and increa::e s::¥den:: s¥cce::: a:: CalΛf rnΛa':: San::a M nΛca C llege, thΛ:: rep r:: pre::en::: re::¥l::: fr m a s::¥dQ f s::¥den:: Λ::hdra al and s¥cce::: ra::e:: f r 8 se:::Λ n::, fr m Λn::er 1994 thr ¥gh fall 1994. F ll Λng an er Λe f the pr jec:: and general b::er a::Λ n:: ba::ed n fΛndΛng::, table:: f re::¥l::: are pre::en::ed f r the f ll Λng 16 s::¥den:: charac::erΛ:::Λc::: gender, e::hnΛcΛ::Q, age, daQ/nΛgh:: a:::endance s::a::¥::, re::ΛdencQ s::a::¥::, re::Λden:: s::¥den:::' fΛr::: lang¥age, le el f prΛ r ed¥ca::Λ n, re::¥rnΛng/fΛr:::-::Λme enr llmen:: s::a::¥::, deferred r f¥ll ma::rΛc¥la::Λ n s::a::¥::, f reΛgn r l cal hΛgh sch l a:::endance, n¥mber f h ¥r:: empl Qed, ed¥ca::Λ nal g al::, da::e tha:: s::¥den::: add a cla:::, maj r, c¥m¥la::Λ e grade p Λn:: a erage, and s::¥den:: l ad. HΛghlΛgh::ed fΛndΛng:: incl¥de the f ll Λng: (1) A::Λan and WhΛ::e male:: had hΛgher Λ::hdra al ra::e:: than A::Λan and WhΛ::e female::, re::pec::Λ elQ, hΛle n gender dΛfference:: ere f ¥nd f r ::her e::hnΛc gr ¥p::; (2) Λ::h re::pec:: t age, s::¥den::: be:: een 20 and 24 had the l e::: s¥cce::: ra::e::, hΛle th ::e be:: een 60 and 64 had the hΛghe:::; (3) regardΛng s::¥den:: re::Λdence, th ::e Λ::h F-1 vΛ::a:: had the l e::: Λ::hdra al ra::e, f ll ed bQ n n-re::Λden:: s::¥den:::; (4) Λ::h re::pec:: t s::¥den:::' prΛ r ed¥ca::Λ nal le el, n n-hΛgh sch l grad¥a::e:: had the hΛghe::: Λ::hdrañal ra::e, f ll ed bQ ad¥l:: dΛpl ma s::¥den:::; and (5) s::¥den::: h dΛd n :: rk and th ::e h rked nlQ 1 t 9 h ¥r:: per eek Λ::hdre a:: l er than a erage ra::e:: and s¥cceeded a:: hΛgher than a erage ra::e::. (TGI)

ED 409 042 JC 970 351

O'BanΛ n, TerrQ, Ed.
A LearnΛng C llege f r the 21::: Cen::¥rQ.
PUB DATE- 97
NOTE- 279p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Pl¥:: P :::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),C llec::ed W rk:: - General (020),Inf rma::Λ n AnalQ::e::/S::a::e- f-::he-ar:: Ma::erΛal:: (070)
DESCRIPTORS- Change S::ra::egΛe::; *C mm¥nΛ::Q C llege::; *Ed¥ca::Λ nal Change; Ed¥ca::Λ nal Impr emen::; *Ed¥ca::Λ nal Inn a::Λ n; Ed¥ca::Λ nal Me::h d::; Ed¥ca::Λ nal PhΛl :: phQ; *Ed¥ca::Λ nal Q¥alΛ::Q; Ed¥ca::Λ nal Techn l gQ; Ed¥ca::Λ nal Trend::; *LearnΛng; T Year C llege::

ThΛ:: m n graph re Λe :: the emergΛng empha::Λ:: n learnΛng in ed¥ca::Λ n and the de el pmen:: f the c ncep:: f "learnΛng c llege::," pr ΛdΛng specΛfΛc ca::e s::¥dΛe:: f ref rm eff r::: a:: c mm¥nΛ::Q c llege::. F ll Λng in::r d¥c:: rQ ma::erΛal::, chap::er:: 1-6, all a¥::h red bQ TerrQ O'BanΛ n dΛ::c¥::: the f ll Λng:

PUB TYPE- Rep r‼‼ - Re‼earch/TechnΛcal (143)
DESCRIPTORS- C mm¼nΛ‼Q C llege‼; *Enr llmen‼ Trend‼; F¼ll TΛme S‼¼den‼‼; *HΛ‼panΛc AmerΛcan‼; Par‼ TΛme S‼¼den‼‼; Sch l Dem graphQ; *S‼¼den‼ Charac‼erΛ‼‼Λc‼; *T Year C llege S‼¼den‼‼; T Year C llege‼
IDENTIFIERS- HΛ‼panΛc AmerΛcan S‼¼den‼‼; We‼‼che‼‼er C mm¼nΛ‼Q C llege NY

In 1996, Ne Y rk'‼ We‼‼che‼‼er C mm¼nΛ‼Q C llege under‼ k a s‼¼dQ f change‼ in the dem graphΛc charac‼erΛ‼‼Λc‼ f the c llege'‼ s‼¼den‼ b dQ, f c¼‼Λng n an increa‼e in enr llmen‼ f HΛ‼panΛc s‼¼den‼‼ in fall 1996. Da‼a ere ga‼hered thr ¼gh the AmerΛcan C llege Te‼‼Λng Fre‼hman S¼r eQ admΛnΛ‼‼ered t 776 fΛr‼‼-‼Λme s‼¼den‼‼ in 46 EnglΛ‼h c mp ‼Λ‼Λ n, lΛ‼era‼¼re, remedΛal EnglΛ‼h, and ba‼Λc rΛ‼Λng cla‼‼e‼ in fall 1996. S‼¼dQ fΛndΛng‼ incl¼ded the f ll Λng: (1) am ng f¼ll-‼Λme s‼¼den‼‼, 19.1% rep r‼ed beΛng f HΛ‼panΛc backgr ¼nd, 22.3% rep r‼ed tha‼ EnglΛ‼h a‼ n ‼ theΛr na‼Λ e t ng¼e, and 77.2% ere under 20 Qear‼ f age; (2) am ng par‼-‼Λme s‼¼den‼‼, 22.2% rep r‼ed beΛng f HΛ‼panΛc backgr ¼nd, 30.3% rep r‼ed tha‼ EnglΛ‼h a‼ n ‼ theΛr na‼Λ e t ng¼e, and 31.8% ere er 30 Qear‼ f age; (3) par‼-‼Λme s‼¼den‼‼ had a hΛgher percen‼age f Black and A‼Λan s‼¼den‼‼ than f¼ll-‼Λme s‼¼den‼‼; (4) am ng s‼¼den‼‼ h tran‼ferred fr m an ‼her in‼‼Λ‼¼‼Λ n, 21.6% rep r‼ed beΛng f HΛ‼panΛc backgr ¼nd, 26.9% rep r‼ed tha‼ EnglΛ‼h a‼ n ‼ theΛr na‼Λ e t ng¼e, 41.5% ere be‼ een the age‼ f 20 and 25, and 40.1% ere er 25; and (5) Λ‼ Λ‼ e¤pec‼ed tha‼ the increa‼e f HΛ‼panΛc s‼¼den‼‼ Λll req¼Λre specΛal s‼¼den‼ ser Λce‼, teachΛng technΛq¼e‼, and c ¼r‼e‼. (TGI)

ED 409 060 JC 970 377

R¼‼‼ell, S¼ΛΛ
RSC C n‼Λn¼Λng Ed¼ca‼Λ n (N n-CredΛ‼) S‼¼den‼‼ Wh Ma‼rΛc¼la‼e t RSC C llege CredΛ‼ C ¼r‼eñ rk, J¼ne 1997. FΛf‼h EdΛ‼Λ n.
PUB DATE- J¼n 97
NOTE- 43p.; Table 5 prΛn‼ed n c l red paper.
LANGUAGE- EnglΛ‼h
EDRS PrΛce- MF01/PC02 Pl¼‼ P ‼‼age.
PUB TYPE- N¼merΛcal/Q¼an‼Λ‼a‼Λ e Da‼a (110),Rep r‼‼ - Re‼earch/TechnΛcal (143)
DESCRIPTORS- *AcademΛc Per‼Λ‼‼ence; *C mm¼nΛ‼Q C llege‼; *CredΛ‼ C ¼r‼e‼; Enr llmen‼; *Enr llmen‼ Trend‼; *Grade‼ (Sch la‼‼Λc); N ncredΛ‼ C ¼r‼e‼; *S‼¼den‼ Charac‼erΛ‼‼Λc‼; S¼cce‼‼; Table‼ (Da‼a); T Year C llege S‼¼den‼‼; T Year C llege‼
IDENTIFIERS- Ranch San‼Λag C llege CA

SΛnce fall 1994, CalΛf rnΛa'‼ Ranch San‼Λag C llege (RSC) ha‼ reg¼larlQ c nd¼c‼ed s‼¼dΛe‼ t iden‼ΛfQ f rmer c n‼Λn¼Λng ed¼ca‼Λ n (CE) s‼¼den‼‼ c¼rren‼lQ enr lled in credΛ‼ c ¼r‼e‼ and t de‼ermΛne theΛr academΛc pr gre‼‼. The f ¼r se‼‼ f table‼ in thΛ‼ rep r‼ pr Λde da‼a a‼ f fall 1996 n f rmer CE s‼¼den‼‼' charac‼erΛ‼‼Λc‼, per‼Λ‼‼ence t s¼b‼eq¼en‼ seme‼‼er‼, te‼‼ sc re‼, and grade‼. HΛghlΛgh‼ed fΛndΛng‼ incl¼de the f ll Λng: (1) 806 f rmer CE s‼¼den‼‼ ma‼rΛc¼la‼ed in fall 1996; (2) 45% f the‼e s‼¼den‼‼ ere La‼Λn and an ‼her 35% ere A‼Λan; (3) 56% had c mple‼ed be‼ een 11 and 30 unΛ‼‼, 35% had c mple‼ed be‼ een 1 and 10 unΛ‼‼, and f¼llQ 18% had c mple‼ed n unΛ‼‼; (4) f the 453 f rmer CE s‼¼den‼‼ h ere ne t credΛ‼ c ¼r‼e‼ in sprΛng 1996, 49% per‼Λ‼‼ed t fall 1996; (5) f r the 1,045 f rmer CE s‼¼den‼‼ h t k c mp ‼Λ‼Λ n a‼‼e‼‼men‼ te‼‼‼ be‼ een fall 1993 and fall 1996, 76% ere placed in‼ the l e‼‼ le el EnglΛ‼h c ¼r‼e; (6) f rmer CE s‼¼den‼‼ c mprΛ‼ed 6% f the c llege credΛ‼ enr llmen‼ in fall 1996 and acc ¼n‼ed f r 24,658 c ¼r‼e enr llmen‼‼ er the 7 seme‼‼er‼ be‼ een fall 1993 and fall 1996; and (7) 64% f the‼e

Effec::: The rΛe:"; (3) "C mΛng f Age in a MedΛa C¼l::¼re," incl¼dΛng prΛn: medΛa, and r¼le: g ernΛng medΛa u:e; (4) "MΛnd er MedΛa " incl¼dΛng the impac: f medΛa n learnΛng and h sch l: are p r:raQed in the medΛa; (5) "Le::: n: n LΛfe: The MedΛa and S cΛal De el pmen:"; (6) "Gr Λng Up n the MedΛa: D e: I: Affec: PhQ:Λcal De el pmen: "; (7) "PlaQΛng t Em :Λ n:: The MedΛa and Affec:Λ e De el pmen:"; (8) "MQ:h: Crea:ed bQ the MedΛa"; (9) "In Search f the HΛdden C¼rrΛc¼l¼m: the Ca:e f r MedΛa LΛ:eracQ in Sch l: T daQ"; and (10) "DΛmen:Λ n: f a MedΛa LΛ:eracQ C¼rrΛc¼l¼m." An appendΛ¤ lΛ::: rganΛΛa:Λ n: re:earchΛng medΛa and medΛa lΛ:eracQ. C n:aΛn: a 561-Λ:em bΛblΛ graphQ. (HTH)

ED 409 079 PS 024 953

Sc :::, Deb rah LeΛlanΛ
N nma:ernal Care and M :her-Infan: A:::achmen:: A Re Λe f the LΛ:era:¼re.
PUB DATE- MaQ 96
NOTE- 67p.; D c: ral Re:earch Paper, BΛ la UnΛ er:Λ:Q.
LANGUAGE- EnglΛ:h
EDRS PrΛce- MF01/PC03 Pl¼: P :::age.
PUB TYPE- DΛ::er:a:Λ n:/The:e: - D c: ral DΛ::er:a:Λ n: (041),Inf rma:Λ n AnalQ:e:/S:a:e- f-:he-ar: Ma:erΛal: (070)
DESCRIPTORS- *A:::achmen: Beha Λ r; DaQ Care; *DaQ Care Effec:::; Empl Qed Paren:::; *Infan:::; LΛ:era:¼re Re Λe :; *M :her:; *Paren: ChΛld Rela:Λ n:hΛp; Pre:ch l Ed¼ca:Λ n
IDENTIFIERS- *Sec¼rΛ:Q f A:::achmen:

WΛ:h the increa:Λng n¼mber f m :her: en:erΛng the rkplace and placΛng infan::: in an :her': care, c ncern ha: arΛ:en regardΛng the effec::: f n nma:ernal care n the de el pmen: f infan::: and chΛldren. Par:Λc¼lar a::en:Λ n ha: been paΛd t the impac: n the m :her-Λnfan: a:::achmen: rela:Λ n:hΛp f repea:ed daΛlQ separa:Λ n: and e¤p :¼re t s¼b::Λ:¼:e caregΛ er:. The p¼rp :e f thΛ: paper i: t re Λeñ and crΛ:Λq¼e the lΛ:era:¼re tha: f c¼:e: n n nma:ernal care and m :her-Λnfan: a:::achmen:. C n:Λdera:Λ n f s¼ch me:h d l gΛcal a:pec::: f the lΛ:era:¼re a: termΛn l gQ, in:::r¼men:a:Λ n, samplΛng, and e¤perΛmen:al de:Λgn indΛca:ed tha: the a:::rΛb¼:Λ n f dΛrec: ca¼:alΛ:Q be: een n nma:ernal care and m :her-Λnfan: a:::achmen: i: imp :::Λble t de:ermΛne. H e er, the be:ñeen-gr ¼p s:¼dΛe: indΛca:ed tha: infan::: in f¼ll-:Λme n nma:ernal care, a: c mpared t infan::: in le::: than f¼ll-:Λme r n n nma:ernal care, ere m re lΛkelQ t be in:ec¼relQ a:::ached t theΛr m :her:. The Λ:hΛn-gr ¼p s:¼dΛe: indΛca:ed manQ fac: r: a::: cΛa:ed Λ:h n nma:ernal care and m :her-Λnfan: a:::achmen:. Rec mmenda:Λ n: f r f¼:¼re re:earch are ffered. C n:aΛn: 36 reference:. (A¼:h r/EV)

ED 409 080 PS 025 011

K¼nkel, Dale; And O:her:
Se¤¼al Me:::age: n FamΛlQ H ¼r Tele Λ:Λ n: C n:en: and C n:e::.
PUB DATE- 11 Dec 96
NOTE- 63p.; F r rela:ed d c¼men:::, see PS 025 011-014.
LANGUAGE- EnglΛ:h
EDRS PrΛce- MF01/PC03 Pl¼: P :::age.
PUB TYPE- N¼merΛcal/Q¼an:Λ:a:Λ e Da:a (110),Rep r::: - Re:earch/TechnΛcal (143)
DESCRIPTORS- C n:en: AnalQ:Λ:; *Pr grammΛng (Br adca::); *Se¤¼alΛ:Q; Table: (Da:a); *Tele Λ:Λ n; Tele Λ:Λ n Re:earch; Tele Λ:Λ n VΛe Λng
IDENTIFIERS- *FamΛlQ H ¼r (Tele Λ:Λ n); Tele Λ:Λ n Ne: rk:

The p¼rp :e f thΛ: c n:en: analQ:Λ: a: t e¤amΛne in de:aΛl the

"Superhero Fantasy Play" (Kostelnik and others); (3) "Sex Education with Young Children" (Koblinsky and others); (4) "Preparing Young Children for Hospitalization" (Trawick-Smith and Thompson); (5) "The Young Child in the Hospital" (Fassler); (6) "Saying Goodbye to Preschool" (Ziegler); (7) "Helping Children Cope with Death" (Furman); (8) "Using Crisis-Oriented Books with Young Children" (Jalongo); (9) "The Teacher's Role in Facilitating a Child's Adjustment to Divorce" (Skeen and McKenry); (10) "Blended Families: Overcoming the Cinderella Myth" (Skeen and others); (11) "Child Abuse and Neglect: Prevention and Reporting" (Meddin and Rosen); (12) "There is More to Early Childhood Education than Cognitive Development" (Haiman); (13) "Obedience is Not Enough" (Kamii); (14) "'But What about Sharing?': Children's Literature and Moral Development" (Krogh and Lamme); (15) "The Unpopular Child" (Roopnarine and Honig); (16) "Black Children: Their Roots, Culture, and Learning Styles" (Hale-Benson); (17) "A Child's Right to the Valuing of Diversity" (Lane); and (18) "'It'll Be a Challenge!': Managing Emotional Stress in Teaching Disabled Children" (White and Phair). (EV)

ED 409 099 PS 025 547

Hormuth, Pamela
Helping Hands: Social Services for Children in Texas. Texas Kids Count: Fact Book 2.
PUB DATE- Jan 97
NOTE- 330p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; Breakfast Programs; Child Abuse; Child Welfare; *Children; Counties; Day Care; Economically Disadvantaged; Family Violence; Federal Programs; Foster Care; Lunch Programs; Poverty; Preschool Education; Program Descriptions; *Social Services; Special Education; State Programs; Tables (Data); Welfare Recipients; Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Food Stamp Program; *Indicators; Medicaid; Project Head Start; Supplemental Security Income Program; *Texas; Women Infants Children Supplemental Food Program

This Kids Count fact book describes services that are designed to protect the health, education, and safety of children in each county in Texas. It begins with a brief overview of each service program, describing the services, giving eligibility requirements, and analyzing regional differences in service provision across the state. The overview is followed by a profile of each county, including the rates at which children in that county receive income assistance, education enhancement, and child protection services. The indicators used in county profiles are rates of participation in: (1) Aid to Families with Dependent Children; (2) Food Stamps; (3) Medicaid; (4) Women, Infants and Children Supplemental Food Program; (5) Supplemental Security Income; (6) state-subsidized child care; (7) Head Start; (8) public pre-kindergarten programs; (9) free or reduced school lunch and breakfasts; (10) bilingual programs; (11) special education; (12) confirmed cases of child abuse; (13) family violence shelters; and (14) foster care. Regional and county rates and rankings are also provided. (EV)

ED 409 100 PS 025 554

RΛgbQ, Ken
B½llQΛng in Sch l::: And Wha:: T D ab ½:: I::.
PUB DATE- 96
NOTE- 299p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c½men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),G½Λde::/Me::h d::/TechnΛq½e:: (F r Prac::Λ::Λ ner::) - N n-Cla::::r m U::e (F r AdmΛnΛ::::ra::Λ e and S½pp r:: S::aff, and f r Teacher::, Paren::::, ClergQ, e::c. in N n-Cla::::r m sΛ::½a::Λ n::) (055),Inf rma::Λ n AnalQ::e::/S::a::e- f-::he-ar:: Ma::erΛal:: (070)
DESCRIPTORS- Aggre::::Λ n; Change S::ra::egΛe::; Ed½ca::Λ nal En Λr nmen::; Elemen::arQ Sec ndarQ Ed½ca::Λ n; F reΛgn C ½n::rΛe::; *In::er en::Λ n; M del::; Paren:: A::::Λ::½de::; *Peer Rela::Λ n::hΛp; *Sch l P lΛcQ; Se¤ DΛfference::; *S::½den:: A::::Λ::½de::; *S::½den:: Par::ΛcΛpa::Λ n; *Teacher A::::Λ::½de::
IDENTIFIERS- A½::::ralΛa; *B½llQΛng; Hara::::men::; VΛc::ΛmΛΛa::Λ n

The p½rp ::e f thΛ:: b k i:: t pr Λde an under::::andΛng f the phen men n f sch l b½llQΛng and t s½gge:::: aQ:: t c ½n::er i:: effec::Λ elQ. The::e p½rp ::e:: are addre::::ed in par:::: 1 and 2 f the b k, re::pec::Λ elQ. Par:: 1, "Under::::andΛng B½llQΛng," c n::Λ::::: f fΛ e chap::er::. Chap::er 1 rec ½n:::: the gr Λng in::ere:::: in b½llQΛng in A½::::ralΛa and in::erna::Λ nallQ, e¤amΛne:: varΛ ½:: manΛfe::::a::Λ n:: f b½llQΛng, and dΛ::::Λng½Λ::he:: b½llQΛng fr m hara::::men::. Chap::er 2 de::crΛbe:: the na::½re and incΛdence f b½llQΛng in A½::::ralΛan sch l::, hΛle chap::er 3 e¤amΛne:: the c n::eq½ence:: f b½llQΛng f r vΛc::Λm::, b½llΛe:: them::el e::, and Λ::ne::::e:: f b½llQΛng. A m del, bQ hΛch a varΛe::Q f ca½::al fac:: r:: f r b½llQΛng can be iden::ΛfΛed, i:: pr p ::ed in chap::er 4. Chap::er 5 f c½::e:: n the sch l e::h ::, u::Λng re::earch n teacher a::::Λ::½de:: and n s::½den:::' percep::Λ n:: f vΛc::Λm:: and b½llΛe::. Par:: 2, "Wha:: Can Be D ne ab ½:: I::," c n::Λ:::: f chap::er:: 6 thr ½gh 17 f the b k. Chap::er 6 in::r d½ce:: par:: 2 and chap::er 7 dΛ::c½::::e:: h   t begΛn the pr ce:::: f addre::::Λng the pr blem f b½llQΛng in sch l. The de el pmen:: f a sch l p lΛcQ n b½llQΛng i:: e¤amΛned in chap::er 8, hΛle chap::er 9 c n::Λder:: h   s::½den:::: can be enc ½raged t s½pp r:: p lΛcΛe:: and prac::Λce:: dΛrec::ed agaΛn:::: b½llQΛng. Chap::er 10 iden::ΛfΛe:: here b½llQΛng take:: place in and ar ½nd sch l::, and addre::::e:: aQ:: f dealΛng Λ::h b½llQΛng in specΛfΛc l ca::Λ n::. WaQ:: f r sch l:: t   b::aΛn inf rma::Λ n n b½llQΛng Λ::hΛn theΛr premΛ::e:: are dΛ::c½::::ed in chap::er 11. Chap::er 12 c n::Λder:: ha:: can be d ne Λ::h, ra::her than t , b½llΛe::, and chap::er 13 rec ½n:::: s -called h½manΛ::::Λc appr ache:: t dealΛng Λ::h b½llQΛng. Chap::er 14 f c½::e:: n h   teacher:: and c ½n::el r:: can help vΛc::Λm:: f b½llQΛng, hΛle chap::er 15 e¤amΛne:: the r le f paren:::: and famΛlΛe:: in red½cΛng b½llQΛng in sch l::. H   b½llQΛng can be addre::::ed bQ s::½den:::: them::el e::, u::Λng medΛa::Λ n skΛll:: t help each ::her, i:: dΛ::c½::::e:: in chap::er 16. Chap::er 17 ser e:: a:: an epΛl g½e t the b k. AddΛ::Λ nal re:: ½rce:: and re:: ½rce:: rganΛΛa::Λ n:: in A½::::ralΛa are lΛ::::ed. C n::aΛn::   er 100 reference::. (BC)

ED 409 117   PS 025 628

DarbQ, LΛnda, Ed.
LearnΛng Par::ner::: A G½Λde t Ed½ca::Λ nal Ac::Λ Λ::Λe:: f r FamΛlΛe::.
PUB DATE- MaQ 97
NOTE- 37p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 Pl½:: P :::age.
PUB TYPE- G½Λde::/Me::h d::/TechnΛq½e:: (F r Prac::Λ::Λ ner::) - N n-Cla::::r m U::e (F r AdmΛnΛ::::ra::Λ e and S½pp r:: S::aff, and f r

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; *Charter Schools; Demography; Dropout Rate; Educational Change; *Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; Hearings; High Risk Students; Magnet Schools; Multicultural Education; *Public Schools; School Choice; Urban American Indians
IDENTIFIERS- Commission on Civil Rights; *Minnesota

This report is based on background research and a community forum held in September 1990 in St. Paul, Minnesota, and addresses issues related to equal education for American Indians in Minnesota public schools. Minnesota's Native American population is increasing, is younger than non-Indian Minnesotans, and is becoming more urban than rural. The dropout rate is higher for urban Indians than for rural Indians, and the educational attainment of American Indians still lags behind that of the total population. Most of the report consists of summaries of presentations at the forum from individuals, agencies, educators, state government officials, tribal government officials, and superintendents of school districts. Of central concern was the question of whether equal opportunity in public education means simply equal access to education, or whether it includes the certainty of equal attainment. Some participants called for Indian-controlled separate schools or a separate district to educate American Indian students; others pointed to successful programs within public schools, such as cultural enrichment programs and Native language programs. Chartered schools and magnet schools were recommended as expanding parental choice and providing a means to focus the curriculum on American Indian culture and values. Many participants agreed that however Indians are educated, there must be parental involvement. The appendix is a policy brief presenting policy and legal arguments for separate and for integrated Indian schools. (TD)

ED 409 134 RC 021 063

The Retention of Minorities in Colorado Public Institutions of Higher Education: Fort Lewis and Adams State Colleges.
SPONS. AGENCY- Commission on Civil Rights, Washington, D.C.
PUB DATE- Jan 95
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; *American Indian Education; College Students; Colleges; Enrollment; *Equal Education; Hearings; High Risk Students; Higher Education; Hispanic Americans; *Minority Groups; *Public Colleges; *Racial Attitudes; Racial Relations; School Community Relationship; *School Holding Power
IDENTIFIERS- Adams State College CO; *Colorado; Commission on Civil Rights; Fort Lewis College CO; Graduation Rates; Native Americans; Student Support Services

Based on background research, interviews, and a public hearing held in Durango (Colorado) in March 1993, this report addresses issues regarding minority retention at Fort Lewis College in Durango and, to a lesser extent, at Adams State College in Alamosa. Due to limited information about Adams State College, none of the recommendations address that institution. The introduction examines demographics for minorities in higher education at the national level and in Colorado. In Colorado, origin group had higher levels of familism than did Anglo adolescents. Compared to Mexicans and Mexican immigrants, Anglo American adolescents had lower achievement motivation and greater ambivalence toward authority and schooling, concerns with autonomy, family conflict, and peer group orientation. Second-generation Mexican Americans were transitional, revealing strong family orientation but lower achievement motivation. Expectations of immigrants and Mexican Americans were strongly affected by societal hostility and discrimination. An epilogue considers California's Proposition 187 and the particularly poisonous effects of xenophobia on children. Appendix includes statistical tables. Contains an extensive bibliography and an index. (SV)

ED 409 150 RC 021 103

Wortham, Stanton
Language, Identity and Educational Success: An Ethnographic Study of Spanish-Speaking Children in Rural America.
PUB DATE- Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Aspiration; Community Relations; Context Effect; Educational Attitudes; Elementary Secondary Education; Ethnic Relations; Ethnicity; Ethnography; Family Influence; *Family Life; Limited English Speaking; Mexican Americans; *Rural Areas; *School Attitudes; *Sex Differences; *Small Towns; *Spanish Speaking
IDENTIFIERS- Hispanic American Students; *Latinos

An ethnographic study examined the role of language, discrimination, and aspirations in the school success of Latino students in a small rural town. The town, located about 1,000 miles from Mexico and about 200 miles from any sizeable Latino community, contains about 200 Latinos. Almost all are Mexicans or Mexican Americans and have come to work at a local meat processing plant. About 50 Latino children attend local schools; 20-40 percent have limited English proficiency, but many of the rest have trouble with academic English. Observations concerning Latino attitudes toward community and schools, family life, acculturation, language usage and attitudes, community attitudes toward Latinos, school treatment of Latino students, and educational aspirations demonstrate that Latinos in this town share linguistic and cultural patterns with other U.S. Latinos and have similar educational aspirations. They live in a different social environment, however, and suffer less discrimination, leading researchers to expect greater school success. Unexpectedly, Latino outcomes have been influenced by a longstanding local Anglo pattern of female student success and male student failure. Apparently, Latinos have picked up and intensified this pattern because of factors peculiar to their situation: Latino sex role patterns and working-class stereotypes of male behavior. The findings illustrate the context-dependent character of Latino school success. Contains 21 references. (SV)

ED 409 151 RC 021 104

Bates, Clif
Alaska Native Education: Some Recommendations from This Corner.

argument patterns. The method of inquiry involved observation, video and audio taping of students while working in groups to design and solve problems. Toulmin's argument pattern was used as a tool for the analysis of students' conversation and this was coded using a framework for epistemic operations. The different arguments constructed by students are discussed along with what could be viewed as the students' version of the pattern (claims and warrants) which was used the most. The epistemic operations with relation to consistency and the evidence of school culture are also discussed. Implications for the contexts required for argumentation and true science dialogue in the classroom are suggested. Contains 22 references. (Author/JRH)

ED 409 168 SE 060 311

Thompson, Charles L.; And Others
The Science Reform: Mapping the Progress of Reform and Multiple Contexts of Influence.
PUB DATE- Mar 97
NOTE- 78p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Change; *Educational Policy; Educational Strategies; Elementary Secondary Education; Mathematics Instruction; Professional Development; Program Evaluation; *Science Education; Standards
IDENTIFIERS- Michigan

The findings reported in this paper are taken from the third phase of a multi-level examination of science and mathematics education reform in Michigan supported by the National Science Foundation (NSF) and known as the Michigan Statewide Systemic Initiative (MSSI). The third phase of the study seeks to learn what progress Michigan's teachers have made in understanding the reform ideas and putting them into practice in their classrooms. The questions that guide this study pertain to the nature of the science and mathematics curriculum taught in the state's public schools and how it is being taught, the reasons for the significant progress shown by some teachers toward the realization of the new standards for content and pedagogy, particular difficulties or obstacles with which those on the path to reform are struggling, and the suggestions implied by the data for reform-minded policy makers and professionals. Twelve teachers are profiled in the contexts of this study. Detailed information is provided within the paper about the results of classroom observations and interviews with these teachers. Contains 32 references. (DDR)

ED 409 169 SE 060 312

Fehn, Bruce
Historical Thinking Ability among Talented Math and Science Students: An Exploratory Study.
PUB DATE- 28 Mar 97
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 28, 1997). Photocopied material will not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

of the global family. It is both an environmental education curriculum and a global studies resource suitable for middle school science, social studies, math, language arts, and family life education classrooms. The readings and activities contained in this book are designed to broaden students' knowledge of trends and connections among population change, natural resource use, global economics, gender equity, and community health. This knowledge combined with the critical thinking skills developed in each activity will help students explore their roles as global citizens and environmental stewards. The book is divided into four parts: (1) Understanding Population Dynamics; (2) People, Resources, and the Environment; (3) Issues for the Global Family; and (4) You and Your Community. Also included is a list of activities grouped by themes including air/water pollution and climate change, carrying capacity, environmental and social ethics, family size decisions, future studies, land use issues, natural resource use, population dynamics and trends, resource distribution/inequities, solid waste management, and sustainability. The appendices contain sources for further research and population education materials. (JRH)

ED 409 189 SE 060 375

Jenkins, Robert H.
61 Cooperative Learning Activities in Algebra 1. Reproducibles.
PUB DATE- 97
NOTE- 148p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; *Cooperative Learning; Educational Strategies; Mathematical Concepts; Secondary Education; Teaching Methods

This book is a collection of activities designed to complement an Algebra I program that features cooperative learning. The activity descriptions contain learning outcomes, the National Council of Teachers of Mathematics (NCTM) standards addressed in the activity, a suggested time frame for the activity, assessment opportunities, materials required, suggested team size, background information that includes prerequisite skills for the activity, detailed procedures, and reproducible sheets necessary for the activity. All activities are designed so that they can be augmented to suit the population of the class, the style of the teacher, and the locality of the school. Some groups of activities are designed to be completed sequentially for the most consistent learning experience. (JRH)

ED 409 190 SE 060 377

Pottle, Jean; Rutley, Mary
Integrating Science and Language Arts in Your Classroom. Reproducibles.
PUB DATE- 97
NOTE- 140p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Birds; *Childrens Literature; Communication Skills; Ecology; Elementary Education; Environmental Education; Habitats; *Interdisciplinary Approach; Inventions; Junior High

Secondary Education; Environmental Education; Habitats; *Interdisciplinary Approach; *Science Activities; Soil Conservation; Teaching Guides
IDENTIFIERS- *Deforestation; *Environmental Awareness

This book is the second installment in the Global Environmental Change Series that links the ecology and biology of global environmental changes with insights and information from other disciplines. This series teaches students how to gather a wide range of information from pertinent areas of study and encourages them to develop their own opinions in order to make decisions and solve problems. Deforestation refers to the clearing of the earth's forest cover such as occurs when forested land is converted to cropland, pastures, human settlements, and other uses, or when a forest's trees are harvested for lumber or other wood products. This book focuses on Washington State's Olympic Peninsula as a case study and contains activities that provide a model for addressing deforestation's ecological and economic impacts. The activities are designed to provide the skills and tools to integrate science with other disciplines to gather information, make decisions, and solve problems. Activities include: (1) Defining Deforestation; (2) Ecological Succession; (3) Soil Erosion; (4) Habitat Loss and Inhabitant Species; and (5) Understanding Land Use. A list of resources is also included. (JRH)

ED 409 213 SE 060 471

Rhoton, Jack, Ed.; Bowers, Patricia, Ed.
Issues in Science Education.
PUB DATE- 96
NOTE- 241p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Constructivism (Learning); Educational Change; *Educational Strategies; Elementary Secondary Education; Evaluation; Multicultural Education; Partnerships in Education; *Professional Development; *Science Education; Standards; Teacher Education; *Technology
IDENTIFIERS- Reform Efforts

This publication addresses the issues and practical approaches needed to lay the foundation upon which science educators can work together to build effective science programs. It shares the ideas, insights, and experiences of individuals ranging from science supervisors to university personnel to agencies representing science education. Numerous examples illustrate the utility of topics to practitioners as well as address general issues and perspectives related to science education reform. Section I, "Science Education Reform", examines the issues associated with science education reform. Section II, "Technology", illustrates how technology can be incorporated into the curriculum and used to promote student learning. Section III, "Science Education Research", discusses the importance of basing curriculum and teaching decisions on research findings. Section IV, "Assessment and Evaluation", examines alternative methods of assessment and evaluation. Sections V and VI, "Science Education Leadership" and "Effecting Change", deal with the issues that impact the day-to-day work of curriculum developers, instructional leaders, and science teachers. Finally, section VII, "Professional Development", addresses general issues and perspectives related to professional development. (JRH) perΛ d and dΛmen∷Λ n∷ f the pΛece; (3) a pΛc∷½re f a sΛlk tape∷∷rQ the "Peach Banq½e∷" Λ∷h a de∷crΛp∷Λ n f the g d∷ repre∷en∷ed n the tape∷∷rQ ; (4) a lΛ∷∷Λng f s½gge∷∷ed ac∷Λ Λ∷Λe∷ u∷Λng p½n∷ and reb½∷e∷ t in e∷∷Λga∷e sQmb lΛ∷m; (5) a lΛ∷∷Λng f reb½∷e∷ and fΛg½re∷ Λ∷h ∷her sQmb lΛ∷m f ½nd in the slΛde∷; and (6) a 32-Λ∷em bΛblΛ graphQ f re∷ ½rce∷ n ChΛne∷e sQmb l∷ and mQ∷h∷. (EH)

ED 409 237   SO 027 179

The Ar∷∷ f Camb dΛa and I∷∷ NeΛghb r∷.
PUB DATE- 90
NOTE- 59p.; SlΛde∷ n ∷ a aΛlable fr m EDRS.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01 Pl½∷ P ∷∷age. PC N ∷ A aΛlable fr m EDRS.
PUB TYPE- G½Λde∷/Me∷h d∷/TechnΛq½e∷ (F r Prac∷Λ∷Λ ner∷) - Cla∷∷r m U∷e - TeachΛng G½Λde∷ (F r Teacher) (052)
DESCRIPTORS- *Ar∷ Ed½ca∷Λ n; *A∷Λan HΛ∷∷ rQ; *A∷Λan S∷½dΛe∷; *Camb dΛan; *Camb dΛan∷; F lk C½l∷½re; F reΛgn C ½n∷rΛe∷; M½l∷Λc½l∷½ral Ed½ca∷Λ n; N n We∷∷ern CΛ ΛlΛΛa∷Λ n; Sec ndarQ Ed½ca∷Λ n; S cΛal S∷½dΛe∷
IDENTIFIERS- *Camb dΛa; *Camb dΛan C½l∷½re
ThΛ∷ teacher'∷ packe∷ acc mpanΛe∷ a slΛde pre∷en∷a∷Λ n n the ar∷∷ f Camb dΛa and th ∷e na∷Λ n∷ n the Ind chΛna penΛn∷½la. The packe∷ c n∷aΛn∷: (1) a slΛde lΛ∷∷ de∷crΛbΛng the ar∷ depΛc∷ed n each slΛde Λ∷h tΛme perΛ d and dΛmen∷Λ n∷ f the pΛece; (2) an in∷r d½c∷ rQ e∷∷aQ de∷crΛbΛng the ge graphQ, pe ple, relΛgΛ n, ar∷ and hΛ∷∷ rQ f the area; (3) pΛc∷½re∷ f ∷a∷½e∷ and de∷aΛled dra Λng∷ f archΛ∷ec∷½re f the regΛ n; (4) an ac∷Λ Λ∷Q in e∷∷Λga∷Λng rnamen∷a∷Λ n and je elrQ; (5) a brΛef de∷crΛp∷Λ n f IndΛan relΛgΛ n∷; (6) a selec∷Λ e chr n l gQ f the Khmer kΛngd m 9∷h-15∷h cen∷½rΛe∷; and (7) n½mer ½∷ map∷ f the regΛ n. (EH)

ED 409 238   SO 027 180

LΛ∷erarQ Theme∷ in the Ar∷∷ f ChΛna, Japan, and IndΛa. S½gge∷∷ed Grade Le el: HΛgh Sch l.
PUB DATE- 90
NOTE- 29p.; SlΛde∷ n ∷ a aΛlable fr m EDRS.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01 Pl½∷ P ∷∷age. PC N ∷ A aΛlable fr m EDRS.
PUB TYPE- G½Λde∷/Me∷h d∷/TechnΛq½e∷ (F r Prac∷Λ∷Λ ner∷) - Cla∷∷r m U∷e - TeachΛng G½Λde∷ (F r Teacher) (052)
DESCRIPTORS- *Ar∷ Ed½ca∷Λ n; *A∷Λan HΛ∷∷ rQ; *A∷Λan S∷½dΛe∷; *ChΛne∷e C½l∷½re; F lk C½l∷½re; F reΛgn C ½n∷rΛe∷; HΛgh Sch l∷; *IndΛan∷; In∷erdΛ∷cΛplΛnarQ Appr ach; *Japane∷e C½l∷½re; M½l∷Λc½l∷½ral Ed½ca∷Λ n; MQ∷h l gQ; N n We∷∷ern CΛ ΛlΛΛa∷Λ n; S cΛal S∷½dΛe∷; SQmb l∷ (LΛ∷erarQ)
IDENTIFIERS- *A∷Λan Ar∷; ChΛna; IndΛa; Japan
ThΛ∷ packe∷ i∷ de∷Λgned t reΛnf rce the appr ach t lΛ∷erarQ ar∷ theme∷ in∷r d½ced a∷ the "Ar∷∷ f A∷Λa"   rk∷h p, sp n∷ red bQ the A∷Λan Ar∷ M½∷e½m. The packe∷ c n∷aΛn∷: (1) selec∷ed readΛng pa∷∷age∷ fr m the ChΛne∷e c mp ∷Λ∷Λ n, "The Peach Bl ∷∷ m SprΛng," the Japane∷e n el, "The Tale f GenjΛ," and the IndΛan mQ∷h, "KrΛ∷hna Defea∷Λng the Serpen∷ KalΛQa"; (2) s½gge∷∷ed v cab½larQ lΛ∷∷∷; (3) backgr ½nd inf rma∷Λ n ab ½∷ the readΛng selec∷Λ n∷; (4) inf rma∷Λ n ab ½∷ the c rre∷p ndΛng ar∷ bjec∷∷ in the m½∷e½m; and (5) s½gge∷∷ed ac∷Λ Λ∷Λe∷ and dΛ∷c½∷∷Λ n t pΛc∷ f r the cla∷∷r m. C n∷aΛn∷ a 30-Λ∷em bΛblΛ graphQ. (EH)

ED 409 239   SO 027 232

imp r::an:: t increa::ed c mm%nΛ::Q-ba::ed ar:::: ed%ca::Λ n than f r sch l-ba::ed ar::::. Men ere nlQ slΛgh::lQ le:::: lΛkelQ than men t take ar:::: c %r::e:: in sch l b%:: m%ch le:::: lΛkelQ t d s in c mm%nΛ::Q-ba::ed ar:::: ed%ca::Λ n agencΛe:: %::::Λde f sch l. WhΛ::e re::p nden:::: rep r::ed m%ch hΛgher le el:: f c mm%nΛ::Q ar:::: ed%ca::Λ n than dΛd A::Λan::, AfrΛcan-AmerΛcan::, r HΛ::panΛc::. (3) The m re ne receΛ ed f b ::h sch l- and c mm%nΛ::Q-ba::ed ar:::: ed%ca::Λ n, the m re ne par::ΛcΛpa::ed in ar:::: a:: an ad%l::, eΛ::her thr %gh c n::%mp::Λ n r crea::Λ n. The e¤cep::Λ n a:: in ar:: perf rmance here ha Λng receΛ ed c mm%nΛ::Q-ba::ed ar:::: ed%ca::Λ n dΛd n ::hΛng t predΛc:: ar:::: perf rmance, and receΛ Λng sch l-ba::ed ed%ca::Λ n ac::%allQ decrea::ed the lΛkelΛh d tha:: indΛ Λd%al:: %ld c n::Λn%e t perf rm a:: ad%l::::. ThΛ:: d c%men:: incl%de:: fΛg%re::, table::, appendΛce::, n ::e::, and a bΛblΛ graphQ. (MM)

ED 409 260 SO 028 472

KΛrlΛn, Ka::herΛne S.; KΛrlΛn, Th ma:: M.
SmΛ::h:: nΛan F lklΛfe C kb k.
PUB DATE- 91
NOTE- 320p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c%men:: N :: A aΛlable fr m EDRS.
PUB TYPE- C llec::ed W rk:: - General (020)
DESCRIPTORS- *F lk C%l::%re; Ma::erΛal C%l::%re; M%l::Λc%l::%ral Ed%ca::Λ n; *N r::h AmerΛcan C%l::%re; *RecΛpe:: (F d); S cΛal S::%dΛe::
IDENTIFIERS- *C k B k::

Ba::ed n the premΛ::e tha:: f d and c kΛng tradΛ::Λ n:: cap::%re ha:: i:: dΛ::::Λnc::Λ e ab %:: the UnΛ::ed S::a::e::, m re than 275 recΛpe:: tha:: repre::en:: U.S. regΛ nal and c%l::%ral dΛ er::Λ::Q are pre::en::ed in thΛ:: b k. Ph :: graph::, anecd ::e::, and e::::aQ:: dem n::::ra::e the famΛlQ tradΛ::Λ n:: and l cal l re f the manQ pe ple h , er the Qear::, ha e par::ΛcΛpa::ed in the SmΛ::h:: nΛan In::::Λ::%::Λ n'::: ann%al Fe::::Λ al f AmerΛcan F lklΛfe. F ll Λng "The Fe::::Λ al f AmerΛcan F lklΛfe: A TΛmelΛne," the c n::en:::: f the g%Λde are rganΛΛed bQ ge graphΛc regΛ n:: and e::hnΛc gr %p:: a:: f ll ::: Na::Λ e AmerΛcan; Ne England; MΛd-A::lan::Λc; S %::h; Upper Grea:: Lake::; Grea:: PlaΛn::; We:::: and S %::h e::::; and The I::land::. Inf rma::Λ n ab %:: the c n::rΛb%:: r::, ill%::::ra::Λ n s %rce::, and an inde¤ c ncl%de the te¤::. (MM)

ED 409 261 SO 028 473

Ma:: n, Pa%l, Ed.
Threa::ened C%l::%re::: KalaharΛ, B%::hmen, K%rd::, Ma rΛ, Na::Λ e AmerΛcan::, SaamΛ f Lapland, TΛbe::an::. Threa::ened C%l::%re:: SerΛe::.
PUB DATE- 94
NOTE- 294p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c%men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),G%Λde::/Me::h d::/TechnΛq%e:: (F r Prac::Λ::Λ ner::) - Cla::::r m U::e - In::::r%c::Λ nal Ma::erΛal:: (F r Learner::) (051)
DESCRIPTORS- *ChΛldren:: LΛ::era::%re; *C%l::%ral A arene::::; *C%l::%ral MaΛn::enance; *C%l::%re C nflΛc::; Elemen::arQ Ed%ca::Λ n; E::hnΛc DΛ::crΛmΛna::Λ n; F reΛgn C %n::rΛe::; *Gl bal Ed%ca::Λ n; H%man Ge graphQ; In::::r%c::Λ nal Ma::erΛal::; Ma rΛ (pe ple); MΛn rΛ::Q Gr %p::; M%l::Λc%l::%ral Ed%ca::Λ n; S cΛal DΛ::crΛmΛna::Λ n; S cΛal S::%dΛe::; W rld HΛ:::: rQ
IDENTIFIERS- ChΛna (TΛbe::); *Endangered C%l::%re::; Iran; Iraq; KalaharΛ De::er::; K%rd::; Lapland; Lapp::; Ne Zealand; N r::h

ED 409 280 SP 037 389

Ne man, Ka::hrQn A.
Increa::Λng Le el:: f C gnΛ::Λ e In::erac::Λ n:: in Pre::er Λce Teacher:: U::Λng Ma::erΛal:: Crea::ed T De el p the Kn ledge Ba::e.
PUB DATE- Mar 97
NOTE- 20p.; Paper pre::en::ed a:: the Ann¼al Mee::Λng f the AmerΛcan Ed¼ca::Λ nal Re::earch A:::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997). Hand rΛ::::en ma::erΛal:: in the appendΛ¤ maQ n :: repr d¼ce clearlQ.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¼:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *C gnΛ::Λ e Pr ce::::e::; C gnΛ::Λ e S::Qle; *DecΛ::Λ n MakΛng SkΛll::; Elemen::arQ Sec ndarQ Ed¼ca::Λ n; HΛgher Ed¼ca::Λ n; In::::r¼c::Λ nal Ma::erΛal::; *Kn ledge Ba::e f r TeachΛng; *LearnΛng Pr ce::::e::; Pre::er Λce Teacher Ed¼ca::Λ n; S¼pplemen::arQ ReadΛng Ma::erΛal::; TeachΛng SkΛll::
IDENTIFIERS- *Pre::er Λce Teacher::

ThΛ:: paper pre::en:::: da::a fr m an ng Λng pr jec:: in se eral teacher ed¼ca::Λ n cla::::e:: tha:: req¼Λred ::¼den:::: t u::e reflec::Λ e analQ::e:: in e al¼a::Λng the implΛca::Λ n:: f kn ledge and selec::Λng prac::Λce:: f r u::e in theΛr n f¼::¼re cla::::r m::. The me::h d l gQ l ked a:: changΛng ne a::pec:: f the learnΛng pr ce::::--::he q¼alΛ::Q f the re::p n::e:: req¼Λred f the learner:: t prΛn::ed s¼pplemen::arQ ma::erΛal::. The ma::erΛal:: e¤amΛned ere de el ped t enhance learnΛng thr ¼gh m¼l::Λple e¤p ::¼re:: t ne c n::en::. WhΛle tradΛ::Λ nal a::::Λgnmen:::: n s¼pplemen::arQ ma::erΛal:: c n::Λ::::ed f q¼e::::Λ n:: req¼ΛrΛng m ::::lQ r ::e an:: er::, the re Λ::ed a::::Λgnmen:::: c n::Λ::::ed n :: nlQ f kn ledge and c mprehen::Λ n le el q¼e::::Λ n::, b¼:: al:: specΛfΛc q¼e::::Λ n:: req¼ΛrΛng ch Λce and then a sQn::he::Λ:: r e al¼a::Λ n f tha:: ch Λce. Da::a analQ::Λ:: indΛca::ed tha:: ::¼den:::: h ere pre::en::ed Λ::h ::¼dQ g¼Λde ma::erΛal:: c n::Λ::::Λng f b ::h tradΛ::Λ nal and re Λ::ed ac::Λ Λ::Λe:: ere a:: lΛkelQ t c mple::e the la::::er, e en th ¼gh Λ:: req¼Λred m re rk. Re::¼l:::: f the ::¼dQ indΛca::ed tha:: crea::Λng pp r::¼nΛ::Λe:: f r inf rmed decΛ::Λ n makΛng, selec::Λ n f ch Λce::, and analQ::Λ:: f idea:: pre::en::ed, all ed pre::er Λce teacher:: t dem n::::ra::e hΛgher le el:: f c gnΛ::Λ e th ¼gh:: a:: ell a:: t take n m re challengΛng idea::. Sample ::¼dQ g¼Λde::, e¤ercΛ::e::, and braΛn tea::er:: are appended. (C n::aΛn:: 15 reference::.) (ND)

ED 409 281 SP 037 394

KermanΛ, Hengameh; MahnaΛ, MahnaΛ
Cr ::::-age T¼:: rΛng: E¤pl rΛng Fea::¼re:: and Pr ce::::e:: f Peer-MedΛa::ed LearnΛng.
PUB DATE- Mar 97
NOTE- 16p.; Paper pre::en::ed a:: the Ann¼al Mee::Λng f the AmerΛcan Ed¼ca::Λ nal Re::earch A:::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¼:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Cla::::r m Re::earch; *Cr :::: Age TeachΛng; Elemen::arQ Ed¼ca::Λ n; Grade 5; HΛgher Ed¼ca::Λ n; KΛndergar::en ChΛldren; *Peer TeachΛng; *T¼:: rΛng

Re::earcher:: and t elemen::arQ teacher:: de::Λgned a cr ::::-age t¼:: rΛng pr gram in hΛch theQ e¤amΛned the fea::¼re:: and pr ce::::e:: f peer in::erac::Λ n fr m a VQg ::::kΛan and PΛage::Λan

IDENTIFIERS- Gender I‼‼¼e‼

ThΛ‼ s‼¼dQ e¤amΛned he‼her teacher‼ re‼p nd dΛfferen‼lQ t varΛ ¼‼ pr blem beha Λ r‼ a‼ a f¼nc‼Λ n f s‼¼den‼ gender. Pr ‼pec‼Λ e teacher‼ (N=155) ere pre‼en‼ed Λ‼h a de‼crΛp‼Λ n f a male r female s‼¼den‼ e¤hΛbΛ‼Λng eΛ‼her in‼ernalΛΛΛng, e‼‼ernalΛΛΛng, r s lelQ academΛc pr blem beha Λ r‼. Par‼ΛcΛpan‼‼ ΛndΛca‼ed theΛr lΛkelΛh d f referrΛng the chΛld t specΛal ed¼ca‼Λ n n a 100-p Λn‼ scale, theΛr a‼‼rΛb¼‼Λ n f r the chΛld'‼ beha Λ r u‼Λng the Ca¼‼al DΛmen‼Λ n Scale, and theΛr e¤pec‼ancQ f r the chΛld s f¼‼¼re s¼cce‼‼ u‼Λng the GeneralΛΛed E¤pec‼ancQ f r S¼cce‼‼ Scale. Da‼a ere analQΛed vΛa a serΛe‼ f 2 bQ 3 analQ‼e‼ f varΛance. N gender effec‼‼ ere b‼er ed. Par‼ΛcΛpan‼‼ ra‼ed s‼¼den‼‼ Λ‼h e‼‼ernalΛΛΛng beha Λ r pr blem‼ m re nega‼Λ elQ n all dependen‼ varΛable‼. S‼¼den‼‼ Λ‼h academΛc beha Λ r pr blem‼ ere seen a‼ le‼‼ lΛkelQ candΛda‼e‼ f r specΛal ed¼ca‼Λ n than s‼¼den‼‼ Λ‼h beha Λ r pr blem‼, lea‼‼ re‼p n‼Λble f r theΛr n beha Λ r, and ra‼ed a‼ ha Λng the hΛghe‼‼ perceΛ ed f¼‼¼re e¤pec‼ancQ. Re‼¼l‼‼ s¼gge‼‼ tha‼ pr ‼pec‼Λ e teacher‼ maQ ha e le‼‼ nega‼Λ e vΛe ‼ f academΛc dΛffΛc¼l‼Λe‼ sΛnce s¼ch dΛffΛc¼l‼Λe‼ are seen t be m re Λ‼hΛn the d maΛn f teacher e¤per‼Λ‼e than are eΛ‼her aggre‼‼Λ e beha Λ r‼ r affec‼Λ e dΛffΛc¼l‼Λe‼. (JLS)

ED 409 300 SP 037 427

Veenman, SΛm n
The Sch l PrΛncΛpal a‼ C ach.
PUB DATE- Sep 96
NOTE- 25p.; Paper pre‼en‼ed a‼ the Ann¼al C nference n Sch l Managemen‼ (2nd, BΛlba , SpaΛn, Sep‼ember 16-20, 1996).
LANGUAGE- EnglΛ‼h
EDRS PrΛce- MF01/PC01 Pl¼‼ P ‼‼age.
PUB TYPE- Rep r‼‼ - Re‼earch/TechnΛcal (143),Speeche‼, C nference Paper‼, "Paper‼ Pre‼en‼ed a‼..." (150)
DESCRIPTORS- *AdmΛnΛ‼‼ra‼ r Ed¼ca‼Λ n; *ClΛnΛcal S¼per Λ‼Λ n (Of Teacher‼); Ed¼ca‼Λ nal AdmΛnΛ‼‼ra‼Λ n; Elemen‼arQ Ed¼ca‼Λ n; F reΛgn C ¼n‼rΛe‼; In‼er Λce Ed¼ca‼Λ n; *PrΛncΛpal‼; Pr gram De‼crΛp‼Λ n‼; Pr gram Effec‼Λ ene‼‼; S‼aff De el pmen‼; S¼per Λ‼ rQ Me‼h d‼; Teacher Impr emen‼
IDENTIFIERS- *C achΛng f r Impr ed TeachΛng; Ne‼herland‼

ThΛ‼ paper de‼crΛbe‼ the prelΛmΛnarQ fΛndΛng‼ f a traΛnΛng pr gram t de el p skΛll‼ f D¼‼ch prΛmarQ sch l prΛncΛpal‼ in c achΛng teacher‼ f r impr ed teachΛng. The maj r re‼earch q¼e‼‼Λ n‼ addre‼‼ed he‼her the 28 sch l prΛncΛpal‼ h par‼ΛcΛpa‼ed in the traΛnΛng pr gram implemen‼ed the targe‼ c achΛng skΛll‼ he‼her teacher‼ c ached bQ the traΛned sch l perceΛ ed a change in the c achΛng skΛll‼ f the sch l prΛncΛpal‼. A traΛnΛng man¼al a‼ de el ped and u‼ed in a ne-daQ rk‼h p f r the prΛncΛpal‼ f c¼‼Λng n skΛll‼ rele an‼ t the c nfr n‼a‼Λ nal c nference, pre-c nference, b‼er a‼Λ n, and p ‼‼-c nference. A q¼a‼Λ-e¤perΛmen‼al, trea‼men‼-c n‼r lled gr ¼p in e‼‼Λga‼Λ n a‼ u‼ed t te‼‼ the effec‼‼ f the traΛnΛng pr gram. The c achΛng f traΛned ver‼¼‼ un‼raΛned sch l prΛncΛpal‼ (n=21) a‼ ra‼ed bQ e¤per‼ j¼dge‼. Then the c achΛng f the traΛned ver‼¼‼ un‼raΛned sch l prΛncΛpal‼ a‼ ra‼ed bQ the c ached teacher‼. Ba‼ed n the pre- and p ‼‼-traΛnΛng ra‼Λng‼ f c achΛng c nference‼, a sΛgnΛfΛcan‼ trea‼men‼ effec‼ a‼ f ¼nd in regard t c achΛng skΛll‼ c ncerned Λ‼h the de el pmen‼ f a¼‼ n mQ (emp ermen‼), feedback, and agreemen‼ n cla‼‼r m b‼er a‼Λ nal g al‼. Al‼h ¼gh the traΛnΛng a‼ dΛrec‼ed a‼ the f¼nc‼Λ n‼ f c n‼¼l‼Λng and c nfr n‼Λng, the maj rΛ‼Q f the sch l prΛncΛpal‼ c nd¼c‼ed c achΛng c nference‼ tha‼ empha‼ΛΛed c n‼¼l‼Λng. (C n‼aΛn‼ 31 reference‼.) (JLS)

ED 409 319 TM 026 543

Poremba, Kelly D.; Rowell, R. Kevin
Testing for Homogeneity of Slopes in Analysis of Covariance: A Tutorial.
PUB DATE- 25 Jan 97
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Covariance; Analysis of Variance; Heuristics; *Regression (Statistics); Robustness (Statistics); *Statistical Distributions
IDENTIFIERS- *Homogeneity of Regression

Although an analysis of covariance (ANCOVA) allows for the removal of an uncontrolled source of variation that is represented by the covariates, this "correction," which occurs with the dependent variable scores is unfortunately seen by some as a blanket adjustment device that can be used with an inadequate amount of consideration for the homogeneity of slopes assumption. When regression slopes are found not to be parallel, treatment effects will most likely be biased, and there will be a reduction in the efficiency of the analysis. Twenty heuristic data sets coupled with analysis of variance and ANCOVA analyses are provided to illustrate what may occur when the homogeneity of slopes requirement is not met. Even though each of the groups had identical means, variations in the distribution of data for one of the groups studied led to varying slopes. Consequently, three different ANCOVA values resulted, only one of which was accurate. It should be noted that the homogeneity of slopes assumption can be violated to some degree without seriously affecting the robustness of tests of significance in ANCOVA. (Contains 6 tables, 23 figures, and 3 references.) (Author/SLD)

ED 409 320 TM 026 545

Wang, Lin; Fan, Xitao
The Effects of Cluster Sampling Design in Survey Research on the Standard Error Statistic.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cluster Analysis; Educational Research; *Error of Measurement; Estimation (Mathematics); *Research Design; *Sampling; Simulation; *Surveys
IDENTIFIERS- Jackknifing Technique; *Variance (Statistical)

Standard statistical methods are used to analyze data that is assumed to be collected using a simple random sampling scheme. These methods, however, tend to underestimate variance when the data is collected with a cluster design, which is often found in educational survey research. The purposes of this paper are to demonstrate how a cluster design affects the standard error statistic and the subsequent analyses, and to present practical techniques to analyze data from cluster designs correctly. A heuristic example is given to illustrate how to compute the

This study was designed to see how six teachers, who had experience with educational change, dealt with particular curriculum mandated reforms in the province of Ontario (Canada). Teachers were asked to reflect and comment on their experiences implementing "The Common Curriculum, Policies and Outcomes, Grades 1 to 9, 1995," an initiative of the Ontario Ministry of Education and Training that focused on measurable and demonstrable learning outcomes for all students. The policy favored grouping traditional disciplines into the four program areas of the arts, language, mathematics, science and technology, and personal and social studies. The six teachers of grades 7, 8, or 9 from were selected because of their successful approaches to the reform. Teachers identified obstacles to reform, beginning with the physical separation of grade 9 from grades 7 and 8, something that makes collaboration difficult. Other issues that made reform difficult were content coverage issues, attitudes of staff colleagues, uncertainty and stress, and time factors. Things that facilitated change were a favorable attitude toward integration of learning, leadership and support, team teaching, teacher control of change, and teacher attitude to change. (Contains three tables and seven references.) (SLD)

ED 409 337 TM 026 820

Folger, Terre; And Others
Cognitive Processes in Problem Solving via Think-Aloud and Interpretive Analysis.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Education Majors; Higher Education; *Interviews; *Problem Solving; *Protocol Analysis; Qualitative Research; *Student Attitudes; Student Motivation; Theory Practice Relationship; Thinking Skills; Transfer of Training; Undergraduate Students
IDENTIFIERS- *Analogical Reasoning

Researchers examined data from perceptual instruments administered to participants (36 undergraduate education students) during and following problem solving sessions. Think-aloud and interpretive analysis resulted in combining examination of the problems with the motivations and perceptions of the problem solvers. The nonemergent qualitative design revealed themes that affected the participants' solution paths. Conditions that positively influenced the use of analogical thinking were identified as enablers; those that impaired its use were labeled as inhibitors. Enablers included positive perceptions of the self as problem solver, active engagement in the problem, perceived familiarity with the domain of knowledge, and the accurate recall and use of problem solving strategies. Inhibitors included poor self-efficacy for problem solving, recall of negative experiences, lack of background knowledge, and inaccurate application of the problem solving principles. The participants' comments revealed connections with other theory and research on problem solving and learning transfer. Future research is implicated in areas of the effects of problem-solving instruction within a content domain. (Contains 2 tables and 29 references.) (Author/SLD)

ED 409 338 TM 026 821

Heflich, David A.

organizations to advocate on behalf of higher education. (CH)

ED 408 896 HE 030 212

Felser, Paul
Taking Ownership of Change: Role of the Professoriate for the 21st Century.
PUB DATE- 17 Apr 97
NOTE- 21p.; Paper presented at the Northwest Association of Teacher Educators Regional Conference (Coeur d'Alene, ID, April 17, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinion/Personal Viewpoint/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change; Change Agents; *College Faculty; College Students; Educational Change; Governance; Higher Education; Organizational Change; Preservice Teacher Education; *Professional Recognition; *Role Perception; Self Concept Measures; Student Surveys; Teacher Morale; *Teacher Student Relationship; Tenure
IDENTIFIERS- *University of Idaho

This study addressed the issue of the changing role of the professoriate at institutions of higher learning. Three survey instruments were developed to measure major issues and trends--for undergraduate education students, for graduate education students, and for College of Education faculty at the University of Idaho --to determine if the issues identified by each of the three groups paralleled those derived from the literature. Only the undergraduate questionnaire, which was returned by 45 of the 60 students surveyed, is considered in this paper. Responses were organized into several categories: teaching responsibilities, advisement responsibilities, other roles, change trends, major strengths, and major areas for improvement. The study found that the issues of concern to this undergraduate group did not appear to parallel those articulated in the literature. While the issues covered in the literature are mostly those of governance and tenure, the concerns voiced by the undergraduates involved mainly issues such as the role of the professoriate and the student-professor relationship. Neither the literature nor the undergraduate survey respondents ranked technology as an important issue. The three survey instruments are appended. (CH)

ED 408 897 HE 030 216

Executive Compensation in California Public Higher Education, 1996-97. Higher Education Update.
PUB DATE- Apr 97
NOTE- 8p.; For related documents, see ED 370 664 and ED 394 609.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrators; *College Administration; Community Colleges; Comparative Analysis; *Compensation (Remuneration); Educational Finance; Higher Education; *Public Colleges; Public Policy; Salary Wage Differentials; State Boards of Education; State Colleges; State Universities; Trend Analysis
IDENTIFIERS- *California; California State University and Colleges; University of California

This report is the fifth in a series issued reviewing policies and compensation levels for public higher education and

University Business Officers (NACUBO). Part 1 offers highlights of the study results including that: 9 percent of institutions represent 57.8 percent of total endowments; the mean return on endowments for 1993 was 13.3 percent; and the average endowment spending rate was 4.2 percent. Part 2 presents statistical data and other information in 32 exhibits, addressing: (1) general endowment characteristics by institution type, institutions ranked by market value of assets, assets per full-time equivalent (FTE) student, and public and private institutions ranked by assets per FTE student; (2) growth, including endowment growth and market indexes, spending rates, spending rules, and gift flow rates; (3) asset allocation and asset allocation by institution; (4) general characteristics of investment pools, including assets and institutions grouped by size of investment pool; (5) investment pool performance, including nominal returns, average annual compound nominal returns and cumulative nominal returns by institution, and similar information for real returns; (6) asset allocation by investment pool; and (7) management fees. Two appendixes contain a glossary and descriptions of market indexes. A list of firms that contributed to funding the study concludes the report. A separately published executive summary and a formal acknowledgment booklet listing contributors to the study by level of gift and with brief descriptions of each donor are also provided. (JLS)

ED 408 915 HE 030 260

Daniel, John S
Mega-Universities and Knowledge Media: Technology Strategies for Higher Education.
PUB DATE- 96
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Opinion Papers/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Comparative Education; Computer Assisted Instruction; Computer Managed Instruction; Computer Uses in Education; *Distance Education; Educational Innovation; *Educational Media; Educational Technology; Electronic Classrooms; External Degree Programs; *Foreign Countries; Higher Education; Information Technology; Mass Media Use; Nontraditional Education; *Open Universities; Telecommunications; Telecourses

This book explores the essentials of distance education and reviews issues facing large open universities (mega-universities) worldwide. It uses examples from industry and the knowledge media, to show how technology-based learning can be made attractive both to students and to institutions. The book's eight chapters, including 10 figures and 5 tables, cover: "University Renewal for a New Millennium," "Challenges on Campus," "The Mega-Universities," "The Essentials of Distance Education," "Universities and Competitive Advantage," "Making Technology Attractive," "The Knowledge Media," and "Implementing a Technology Strategy." An appendix includes profiles of 11 mega-universities: The China TV University System; The Centre National d'Enseignement a Distance (France); The Indira Gandhi National Open University (India); Universitas Terbuka (Indonesia); Payame Noor University (Iran); The Korea National Open University; The University of South Africa; Universidad Nacional de Educacion a Distancia (Spain); Sukhothai Thammathirat Open University (Thailand); Anadolu University (Turkey); and The Open University (United Kingdom).

Education/Student Counseling and Guidance Services; Curriculum and Instruction; Drama/Theater Arts, General; Economics, General; Education; Educational Administration and Supervision, General; Engineering; Engineering-Related Technologies; English Language Literature/Letters; Foreign Languages and Literatures; Geography; and Geology. (CH)

ED 408 934 HE 030 279

Howe, Richard D.
Salary-Trend Studies of Faculty for the Years 1992-93 and 1995-96 in the Following Academic Disciplines/Major Fields: History, General...Visual and Performing Arts.
PUB DATE- 96
NOTE- 237p.; For related document, see HE 030 278. For earlier salary trends, see ED 386 966-967.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); Area Studies; *College Faculty; Comparative Analysis; *Compensation (Remuneration); Educational Administration; Ethnic Studies; Higher Education; History; Home Economics; Law Related Education; Music Teachers; Nursing Education; Occupational Therapy; Philosophy; Physical Education Teachers; Physical Sciences; Physical Therapy; Political Science; Psychology; Public Health; Reading Teachers; Religion Studies; Social Sciences; Social Studies; Social Work; Sociology; Special Education; Speech Instruction; Teacher Education; Teacher Educator Education; *Teacher Salaries; Theater Arts; Trend Analysis; Visual Arts

This document provides comparative salary trend data for full-time faculty at 212 public and 337 private colleges and universities, based on two surveys, one for the baseline year 1992-93 and the other for the "trend" year 1995-96. For each of 26 disciplines, a summary review provides a definition of the discipline; information on average salaries by rank, including "new assistant professor"; faculty mix percentage; and comparisons between the two study years and the Consumer Price Index. Appended to the review of each discipline are lists of the 41 disciplines surveyed and the public and private institutions that participated in that segment of the study. Data and summary details are provided for the following disciplines/major fields: History, General; Home Economics; Instructional Media Technology; Library Science; Mathematics; Multi-Interdisciplinary Studies; Music, General; Nursing; Occupational Therapy; Parks, Recreation, Leisure, and Fitness Studies; Philosophy and Religion; Physical Science; Physical Therapy; Physics; Political Science, General; Psychology; Protective Services; Public Health; Reading Teacher Education; Social Sciences; Social Work; Sociology; Special Education; Speech Pathology and Audiology; Teacher Education; and Visual and Performing Arts. (CH)

ED 408 935 IR 018 340

Schnackenberg, Heidi L.
Learner Control over Full and Lean Computer-Based Instruction under Differing Ability Levels.
PUB DATE- May 97
NOTE- 194p.; Ph.D. Dissertation, Arizona State University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations

restricted to one genre, the Western. As a type of American mythology, the Western profited on the myths which it perpetuated. A Senate subcommittee in 1969 conducted a survey which found that white society characterized Native Americans as lazy, drunken, and dirty, which was concluded to be based on a history created by the white man to justify his exploitation of the Native American. In order to restore the Native American's image, the myths and stereotypes on which America was built need to be confronted. (Contains 39 references.) (AEF)

ED 408 951 IR 018 364

Dana, Ann S.
Teacher's Perceptions of Instructional Design.
PUB DATE- Jan 97
NOTE- 10p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Software Evaluation; *Computer System Design; *Courseware; Design Requirements; Educational Technology; Graduate Students; Higher Education; *Instructional Design; Instructional Materials; Material Development; Pretests Posttests; Questionnaires; *Teacher Attitudes; Teacher Education; Teacher Role

The theory and practice of the instructional design system includes the categories of design, development, utilization, evaluation, and management; instructional designers and teachers need to determine an appropriate balance of structural knowledge and detailed knowledge acquisition. The purpose of this study was to determine what teachers' current perceptions were of instructional design and if the course had any effect on their understanding. Participants were 60 graduate students enrolled in a required course on instructional design of software at the National-Louis University. The following criteria were used in the final evaluation to show their understanding of the instructional design process: title screens, menu, instruction screens, and good balance of graphics, text, sound, animation, appropriate metaphor, and consistent navigation throughout. A 6-question questionnaire was administered, as a pretest and then as posttest, to the participants to determine their understanding of the instructional design and how it was used in their teaching. Included in the questionnaire were questions concerning the course, its purpose, and the benefits to their teaching. Design principles were not very eloquently described in most posttest questions, but there was an awareness that was not apparent in the pretests. Software's relationship to instructional design was very apparent. The teacher responses make apparent that teachers lack the extensive time it takes to process an instructional design. The questionnaire is appended. (Contains 16 references.) (AEF)

ED 408 952 IR 018 365

SA::A, Robert
Visual Exercises: A Quest for Alternative Measures of Student Learning.
PUB DATE- Jan 97

shapΛng the kn ledge ba⁘e c n⁘⁘Λ⁘Ꝁ⁘Λng aꝀdΛ Λ⁘Ꝁal edꝀca⁘Λ n and gender eqꝀΛ⁘Q i⁘⁘Ꝁe⁘ Λ⁘hΛn the fΛeld. A pr mΛnen⁘ s Ꝁrce f inf rma⁘Λ n f r the re⁘earch a⁘ the A⁘⁘ cΛa⁘Λ n f r EdꝀca⁘Λ nal C mmꝀnΛca⁘Λ n⁘ and Techn l gQ (AECT) ArchΛ e⁘, h Ꝁ⁘ed a⁘ the UnΛ er⁘Λ⁘Q f MarQland, C llege Park. TQpe⁘ f i⁘em⁘ f Ꝁnd in the AECT ArchΛ e⁘ inclꝀde: c nference rep r⁘⁘, aꝀdΛ Λ⁘Ꝁal gꝀΛde⁘, s f⁘ are and hardware manꝀal⁘, fΛlm ca⁘al g⁘, prΛ a⁘e c rre⁘p ndence t and fr m f Ꝁnder⁘ in the fΛeld, and reel-⁘ -reel ral hΛ⁘⁘ rQ tape⁘. (C n⁘aΛn⁘ 14 reference⁘.) (AEF)

ED 408 969 IR 018 382

BaΛelΛ, MarΛlQn
VΛ⁘Ꝁal Pr dꝀc⁘Λ n⁘ and S⁘Ꝁden⁘ LearnΛng.
PUB DATE- Jan 97
NOTE- 6p.; In: VΛ⁘Λ nQꝀe⁘⁘: J ꝀrneQ⁘ t ard VΛ⁘Ꝁal LΛ⁘eracQ. Selec⁘ed ReadΛng⁘ fr m the AnnꝀal C nference f the In⁘erna⁘Λ nal VΛ⁘Ꝁal LΛ⁘eracQ A⁘⁘ cΛa⁘Λ n (28⁘h, CheQenne, WQ mΛng, Oc⁘ ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ⁘h
EDRS PrΛce- MF01/PC01 PlꝀ⁘ P ⁘⁘age.
PUB TYPE- GꝀΛde⁘/Me⁘h d⁘/TechnΛqꝀe⁘ (F r Prac⁘Λ⁘Λ ner⁘) - N n-Cla⁘⁘r m U⁘e (F r AdmΛnΛ⁘⁘ra⁘Λ e and SꝀpp r⁘ S⁘aff, and f r Teacher⁘, Paren⁘⁘, ClergQ, e⁘c. in N n-Cla⁘⁘r m sΛ⁘Ꝁa⁘Λ n⁘) (055),Rep r⁘⁘ - De⁘crΛp⁘Λ e (Pr gram/Pr jec⁘ De⁘crΛp⁘Λ n⁘) (141),Speeche⁘, C nference Paper⁘, "Paper⁘ Pre⁘en⁘ed a⁘..." (150)
DESCRIPTORS- *AꝀdΛ Λ⁘Ꝁal AΛd⁘; Cla⁘⁘ Ac⁘Λ Λ⁘Λe⁘; C mpꝀ⁘er U⁘e⁘ in EdꝀca⁘Λ n; C pera⁘Λ e LearnΛng; Inf rma⁘Λ n Techn l gQ; LearnΛng Ac⁘Λ Λ⁘Λe⁘; Ph ⁘ graphQ; Sec ndarQ EdꝀca⁘Λ n; *S⁘Ꝁden⁘ De el ped Ma⁘erΛal⁘; S⁘Ꝁden⁘ M ⁘Λ a⁘Λ n; S⁘Ꝁden⁘ Par⁘ΛcΛpa⁘Λ n; S⁘Ꝁden⁘ Pr jec⁘⁘; *VΛ⁘Ꝁal LearnΛng; VΛ⁘Ꝁal LΛ⁘eracQ
IDENTIFIERS- *Techn l gQ In⁘egra⁘Λ n; VΛde Pr dꝀc⁘Λ n
When s⁘Ꝁden⁘⁘ bec me ac⁘Λ elQ in l ed in techn l gQ pr dꝀc⁘Λ n⁘ theQ de el p learnΛng skΛll⁘, c mmꝀnΛca⁘Λ n skΛll⁘, and vΛ⁘Ꝁal analQ⁘Λ⁘ skΛll⁘, all f hΛch are applΛed t real-lΛfe learnΛng Λ⁘hΛn the cla⁘⁘r m cꝀrrΛcꝀlꝀm. S⁘Ꝁden⁘⁘ par⁘ΛcΛpa⁘e in all s⁘age⁘ f the pr dꝀc⁘Λ n pr jec⁘⁘, hΛch pr e⁘ t be m ⁘Λ a⁘Λng f r the s⁘Ꝁden⁘⁘ and all ⁘ the teacher and s⁘Ꝁden⁘⁘ t rk per⁘ nallQ and c llab ra⁘Λ elQ. In thΛ⁘ paper, s me idea⁘ are pre⁘en⁘ed f r s⁘Ꝁden⁘ vΛ⁘Ꝁal pr dꝀc⁘Λ n⁘ tha⁘ are in⁘egra⁘ed dΛrec⁘lQ in⁘ cla⁘⁘r m cꝀrrΛcꝀlar area⁘. Ac⁘Λ Λ⁘Λe⁘ are de⁘crΛbed f r the f ll Λng vΛ⁘Ꝁal medΛa and sꝀbjec⁘⁘: ph ⁘ graph⁘ in readΛng, scΛence and s cΛal s⁘ꝀdΛe⁘; rganΛΛa⁘Λ nal vΛ⁘Ꝁal⁘ in v cabꝀlarQ and langꝀage ar⁘⁘; tele Λ⁘Λ n/ Λde in langꝀage ar⁘⁘ and heal⁘h; c mpꝀ⁘er⁘ in ma⁘h and langꝀage ar⁘⁘; and s Ꝁnd/⁘lΛde pr dꝀc⁘Λ n⁘ in langꝀage ar⁘⁘ and s cΛal s⁘ꝀdΛe⁘. (AEF)

ED 408 970 IR 018 383

K alΛk, CΛndQ L.; LambdΛn, KΛm
A Car⁘ graphΛc In⁘erpre⁘a⁘Λ n f VΛ⁘Ꝁal LΛ⁘eracQ: An HΛ⁘⁘ rΛcal Per⁘pec⁘Λ e.
PUB DATE- Jan 97
NOTE- 11p.; In: VΛ⁘Λ nQꝀe⁘⁘: J ꝀrneQ⁘ t ard VΛ⁘Ꝁal LΛ⁘eracQ. Selec⁘ed ReadΛng⁘ fr m the AnnꝀal C nference f the In⁘erna⁘Λ nal VΛ⁘Ꝁal LΛ⁘eracQ A⁘⁘ cΛa⁘Λ n (28⁘h, CheQenne, WQ mΛng, Oc⁘ ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ⁘h
EDRS PrΛce- MF01/PC01 PlꝀ⁘ P ⁘⁘age.
PUB TYPE- HΛ⁘⁘ rΛcal Ma⁘erΛal⁘ (060),Rep r⁘⁘ - De⁘crΛp⁘Λ e (Pr gram/Pr jec⁘ De⁘crΛp⁘Λ n⁘) (141),Speeche⁘, C nference

Cochenour, John; Rezabek, Landra L.
Wyoming Tombstone Symbolism: A Reflection of Western Culture.
PUB DATE- Jan 97
NOTE- 11p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Images; *Cultural Traits; *Imagery; Pictorial Stimuli; Social Influences; Symbolism
IDENTIFIERS- Cemeteries; *Grave Markers; United States (West); Visual Communication; Visual Imagery; *Wyoming

Eleven cemeteries in Wyoming are examined for visuals pertaining to life in the West. The purpose is to demonstrate the importance of Western culture traditions evidenced through tombstone symbolism--representations of the activities and environments of the living through the memory provided by the deceased. The visual symbols found on the tombstones are presented in the following categories: environment, artifacts, and people. Environmental features that occurred most frequently were related to water, wind, wildlife, trees, wildflowers and mountains. The artifacts of Western culture represented on the tombstones centered on technologies that have been developed to cope with the Western environment, including homes, apparel, transport systems, mechanisms for protecting and identifying belongings, and methods for obtaining needed resources. In the category, people, the occupations most often reflected in the tombstone motifs were associated with agriculture, railroading, mining, and timber, as well as themes dealing with the life work of the cowboy. As the tombstones represented in this study demonstrate, a society's culture is reflected in the memorial visuals that can be found in cemeteries. Thirty-one figures show tombstones from the three categories. (Contains 11 references.) (AEF)

ED 408 989 IR 018 402

Clark, Barbara I.; Knupfer, Nancy Nelson
Hypermedia as a Distance Medium: Challenges for Designers.
PUB DATE- Jan 97
NOTE- 10p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audio Visual Aids; *Computer Software Development; *Design Requirements; Educational Technology; Evaluation Criteria; Guidelines; *Hypermedia; *Instructional Design; *Instructional Materials; *Multimedia Materials; Online Systems
IDENTIFIERS- Conceptual Frameworks; Visual Imagery

As multimedia development software becomes easier to use and more powerful, instructional designers can establish ways of incorporating the Internet into their lessons. This paper introduces some questions that should be considered prior to perf rmance and percep⁑Λ n⁑ in thΛ⁑ par⁑Λcʬlar cla⁑⁑⁑, i⁑ i⁑ apparen⁑ tha⁑ e en a⁑ vΛr⁑ʬal cla⁑⁑⁑r m⁑ bec me m re pr lΛfΛc, the cla⁑⁑⁑r m c mmʬnΛ⁑Q f learner⁑ can c n⁑Λnʬe t fl ʬrΛ⁑h. A sample c ʬr⁑e schedʬle and e¤ample f da⁑a rganΛΛa⁑Λ n are pr Λded. (C n⁑aΛn⁑ 10 reference⁑.) (Aʬ⁑h r/AEF)

ED 409 006 IR 018 507

Sch ppmeQer, Mar⁑Λn W.; And O⁑her⁑
The S⁑a⁑e f C mpʬ⁑er⁑ in the S⁑a⁑e f Arkan⁑a⁑.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- EnglΛ⁑h
EDRS PrΛce- MF01/PC01 Plʬ⁑ P ⁑⁑age.
PUB TYPE- Rep r⁑⁑ - Re⁑earch/TechnΛcal (143)
DESCRIPTORS- Acce⁑⁑⁑ t Inf rma⁑Λ n; C mpʬ⁑er MedΛa⁑ed C mmʬnΛca⁑Λ n; C mpʬ⁑er Ne⁑ rk⁑; *C mpʬ⁑er U⁑e⁑ in Edʬca⁑Λ n; *Edʬca⁑Λ nal Techn l gQ; Elemen⁑arQ Sec ndarQ Edʬca⁑Λ n; *In⁑erne⁑; *Sch l DΛ⁑⁑rΛc⁑⁑; Sch l Per⁑ nnel; Sch l S⁑a⁑Λ⁑⁑Λc⁑; *Sch l Sʬr eQ⁑; SʬperΛn⁑enden⁑⁑⁑; U⁑e S⁑ʬdΛe⁑
IDENTIFIERS- *Arkan⁑a⁑; C mpʬ⁑er U⁑er⁑

T e¤pl re and d cʬmen⁑ the s⁑a⁑ʬ⁑ f c mpʬ⁑er u⁑e in Arkan⁑a⁑, a sʬr eQ a⁑ sen⁑ t each f the 310 sch l sʬperΛn⁑enden⁑⁑⁑ in the s⁑a⁑e, and 221 sʬr eQ⁑ ere re⁑ʬrned. Re⁑ʬl⁑⁑ indΛca⁑ed tha⁑ nlQ a mΛn rΛ⁑Q f the sch l⁑ had a c mpʬ⁑er in e erQ r m; the⁑e tended t be placed in l er grade cla⁑⁑r m⁑. E¤cep⁑Λng kΛndergar⁑en, the maj rΛ⁑Q f sch l⁑ had c mpʬ⁑er lab⁑ a⁑ e erQ grade le el. Acce⁑⁑⁑ t the In⁑erne⁑ a⁑ n ⁑ Λde⁑pread; a maj rΛ⁑Q f the sch l dΛ⁑⁑rΛc⁑⁑ pr Λded i⁑ nlQ f r grade⁑ 10-12. A maj rΛ⁑Q f the sch l per⁑ nnel rep r⁑ed tha⁑ theQ ere famΛlΛar Λ⁑h the In⁑erne⁑ and m ⁑⁑ rep r⁑ed ea⁑e in a⁑⁑aΛnΛng In⁑erne⁑ re⁑ ʬrce⁑. Re⁑p n⁑e⁑ varΛed in term⁑ f specΛfΛc nlΛne searchΛng pr gram⁑ (Ne⁑⁑cape, Fe⁑ch, M ⁑aΛc, and G pher); and re⁑p nden⁑⁑ ere m ⁑⁑ famΛlΛar Λ⁑h G pher. The maj rΛ⁑Q f re⁑p n⁑e⁑ indΛca⁑ed s me famΛlΛarΛ⁑Q Λ⁑h elec⁑r nΛc maΛl, al⁑h ʬgh m ⁑⁑ re⁑p nden⁑⁑ indΛca⁑ed "n ⁑ a⁑ all" t u⁑e f e-maΛl a⁑ h me. Sch l dΛ⁑⁑rΛc⁑ u⁑e f e-maΛl a⁑ far and ab e per⁑ nal u⁑ΛlΛΛa⁑Λ n. Se en⁑Q-f ʬr percen⁑ f re⁑p nden⁑⁑ rep r⁑ed s me famΛlΛarΛ⁑Q Λ⁑h the Arkan⁑a⁑ PʬblΛc Sch l C mpʬ⁑er Ne⁑ rk (APSCN), hΛch began a⁑ an admΛnΛ⁑⁑ra⁑Λ e fʬnc⁑Λ n t lΛnk sch l dΛ⁑⁑rΛc⁑⁑ and a⁑ e¤panded t inclʬde manQ m re applΛca⁑Λ n⁑ and fʬnc⁑Λ n⁑. OnlQ ab ʬ⁑ 30.7% f the re⁑p nden⁑⁑ claΛmed kn ledge f an In⁑erne⁑ h mepage. S me 77% agreed tha⁑ theQ ʬld lΛke t c mmʬnΛca⁑e Λ⁑h ⁑her sch l dΛ⁑⁑rΛc⁑⁑ er the In⁑erne⁑. When qʬe⁑⁑Λ ned if theQ kne ha⁑ a lΛ⁑⁑⁑er a⁑, nlQ ne-⁑hΛrd f the sʬperΛn⁑enden⁑⁑ indΛca⁑ed famΛlΛarΛ⁑Q. Jʬ⁑⁑ er 60% f re⁑p nden⁑⁑ rep r⁑ed tha⁑ theΛr lΛbrarQ a⁑ c mpʬ⁑erΛΛed and jʬ⁑⁑ er half re⁑p nded tha⁑ h ʬrlQ per⁑ nnel ere qʬalΛfΛed t pr Λde In⁑erne⁑ u⁑e in⁑⁑rʬc⁑Λ n. Appr ¤Λma⁑elQ 86.46% f sʬperΛn⁑enden⁑⁑ agreed n the imp r⁑ance f the In⁑erne⁑. The sʬr eQ indΛca⁑e⁑ tha⁑ u⁑e f c mpʬ⁑er⁑ in Arkan⁑a⁑ i⁑ Λde⁑pread and tha⁑ the s⁑a⁑e c mpare⁑ fa rablQ Λ⁑h na⁑Λ nal trend⁑. (AEF)

ED 409 007 IR 056 398

HeΛd rn, P. BrQan, Ed.; Sand re, Be⁑h, Ed.
DΛgΛ⁑al Image Acce⁑⁑ & Re⁑rΛe al.
PUB DATE- 97
NOTE- 191p.; Paper⁑ pre⁑en⁑ed a⁑ the Annʬal ClΛnΛc n LΛbrarQ ApplΛca⁑Λ n⁑ f Da⁑a Pr ce⁑⁑Λng (33rd, ChampaΛgn, IL, March 24-26, 1996).
LANGUAGE- EnglΛ⁑h

public library of the future. An appendix of case studies and an extensive bibliography conclude the volume. (AEF)

ED 409 024 IR 056 425

Welch, Theodore F.
Libraries and Librarianship in Japan. Guides to Asian Librarianship.
PUB DATE- 97
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; *Libraries; Library Automation; *Library Development; Library Education; *Library Science; Library Services; Tables (Data); Technological Advancement
IDENTIFIERS- *Historical Background; *Japan

More than ever before, Japan is aware of its potential for shaping the global library and information scene and the Japanese are responding to the current flood of information with new media technologies and improved database services with a synergistic approach that involves library professionals, information specialists, government leaders, corporate and industry planners, and information consumers. This reference work traces the development of traditional and modern libraries and librarianship in Japan and describes what they have become in modern times. The book begins with a retrospective glance at the cultural and literary circumstances surrounding the development of language, writing, paper, books, and other activities which fostered early library activity. The chapters that follow provide detailed information on the evolution of particular types of libraries, including the National Library and academic, public, school, and special libraries. Discussions also include library automation, librarian education and professional organizations. Several statistical tables are presented throughout the text and an extensive bibliography of English and Japanese sources concludes the volume. (AEF)

ED 409 025 IR 056 427

Messas, Kostas, Comp.; And Others
Staff Training & Development. SPEC Kit 224.
PUB DATE- Jun 97
NOTE- 200p.; Contains drawings and illustrations that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Evaluation Methods; Higher Education; Human Resources; Inservice Education; *Library Personnel; Library Statistics; Library Surveys; Off the Job Training; On the Job Training; *Professional Development; Program Evaluation; *Research Libraries; *Staff Development
IDENTIFIERS- *Association of Research Libraries

This study examined the state of formal staff training and development in Association of Research Libraries (ARL) member libraries by identifying what programs are offered; how they are organized, administered, and budgeted; who participates; and how training is evaluated. In February 1997, a survey was distributed to all ARL libraries; of the 120 member

Chapter 1 discusses the wave of educational reform arising from the 1983 publication, "A Nation at Risk," analyzing the general failure of these reforms and problems associated with the traditional time-, place-, efficiency-, and role-bound architecture of education. Chapter 2 reviews a second reform movement, stemming from the early 1990s, which emphasizes learning in the educational process. This chapter also discusses pressures resisting this change and those forcing a focus on learning. Chapter 3 illustrates the foundations of the current emphasis on learning in earlier reform movements and proposes a new model of a learning college, or an institution designed to help students make passionate connections to learning. Chapters 4 and 5 focus on the potential role of technology in creating learning colleges and describe how recent progress in learning research and outcomes measures can be applied to help build such organizations. Chapters 6 through 11 describe efforts to become more learning-centered at the following six community colleges: Sinclair Community College (Ohio) (by David H. Ponitz), Jackson Community College (Florida) (by Lee Howser and Carol Schwinn), Lane Community College (by Jerry Moskus) (Oregon), the Maricopa Community Colleges (Arizona) (by Paul A. Elsner), Palomar College (California) (by George R. Boggs and Diane G. Michael), and the Community College of Denver (Colorado) (by Byron McClenney). Finally, chapter 12 (Terry O'Banion offers a practical guide for community colleges interested in launching learning college initiatives of their own. (TGI)

ED 409 043   JC 970 354

Central Alabama Community College 1997 Fact Book (Highlighting Data through Fall, 1996). Volume 1, Number 3.
PUB DATE- May 97
NOTE- 132p.; Published tri-annually by the Office of Institutional Research and Planning.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Educational Facilities; *Educational Finance; *Enrollment; *Enrollment Trends; Extracurricular Activities; Graphs; *Institutional Characteristics; Mission Statements; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Central Alabama Community College

This fact book presents longitudinal data up to fall 1996 on the service area, enrollment, staff, finances, and facilities at Central Alabama Community College (CACC). Part 1 contains general information on the college, including its mission statement, an organizational chart, and comparative data on CACC and other Alabama colleges. Part 2 describes CACC's service area and includes maps of campus locations and data on population trends in the counties surrounding the college. Part 3 presents student-related information, including student body characteristics, high school graduate enrollment, comparisons of student test scores, and campus crime statistics, while part 4 focuses on student enrollment patterns related to headcounts and credit hours produced by campus and division. Part 5 presents data on degrees, diplomas, and certificates awarded from 1966 to 1996, while part 6 describes student activities, highlighting activities in CACC's Phi Theta Kappa, Wellness Center, and sports programs. Part [illegible] discusses college staff, presenting a list of presidents from 1965-96, a profile of administrators and faculty, and lists of full-time employees by

24,658 credit enrollments resulted in a passing or credit grade. (HAA)

ED 409 061 JC 970 378

A Comparison of SPJC Graduates, 1995-96 vs. 1990-91.
PUB DATE- 11 Jun 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Associate Degrees; *Attendance Patterns; *College Graduates; College Outcomes Assessment; Community Colleges; Comparative Analysis; Program Effectiveness; *Remedial Programs; Two Year College Students; Two Year Colleges
IDENTIFIERS- Saint Petersburg Junior College FL

In 1997, Florida's St. Petersburg Junior College (SPJC) conducted a study to determine whether students who needed remediation completed their degree programs and, if so, the time that they took to complete their program. The academic records of students who graduated in summer 1995, fall 1995, and spring 1996 were analyzed, with findings compared to a similar, September 1991 study of graduates from summer 1990, fall 1990, and spring 1991. Study findings included the following: (1) 2,652 graduates received associate degrees in 1995-96, down from 2,745 in 1990-91; (2) 53.3% of the 1995-96 graduates had enrolled in one or more college preparatory classes during their tenure at SPJC, compared to only 43.1% of the 1990-91 graduates; (3) for all 1995-96 graduates, 59.4% (n=1,576) completed the degree requirements in 9 semesters or fewer, compared to 75.3% of those who did not require remedial classes and 45.5% of those who did; (4) for all 1990-91 graduates, 62.9% (n=1,727) completed degree requirements in 9 semesters or fewer, compared to 71.3% of those not requiring remediation and 51.8% of those who enrolled in at least one college preparatory class; and (5) between 1990-91 and 1995-96, the percentage of graduates requiring remediation who took 13 or more semesters to graduate increased from 16.8% to 27.3%. (HAA)

ED 409 062 JC 970 379

Nazareno, Remedios; Gavarra, Mary Anne
Full-Time Equivalent Student (FTES) Data Abstract, 1991-1996.
PUB DATE- May 97
NOTE- 129p.; Title page varies.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Credit Courses; Day Students; *Enrollment; *Enrollment Rate; *Enrollment Trends; Evening Students; *Full Time Equivalency; Multicampus Districts; *Student Characteristics; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- *Los Angeles Community College District CA

This report provides longitudinal data on full-time equivalent students (FTES) in the nine colleges and Instructional Television program of the Los Angeles Community College District, covering the period from 1991 to 1996. Following a glossary and description of the methodology used to calculate FTES, the report presents five sets of tables showing districtwide and individual college/program data on annual FTES by semester; annual FTES composition (i.e., noncredit, credit, Greater Avenues for Independence (GAIN), GAIN and basic skills, na∷¥re and e¤∷en∷ f me⁑⁑age⁑ ab ¥∷ se¤ tha∷ are pre⁑en∷ed in the "famΛlQ h ¥r" n br adca⁑∷ ne∷ rk tele Λ⁑Λ n. The re⁑earch s ¥gh∷ t iden∷ΛfQ anQ pa∷∷ern⁑ tha∷ e¤Λ⁑∷ in p r∷raQal⁑ f se¤¥al beha Λ r a⁑ ell a⁑ charac∷er⁑' talk ab ¥∷ se¤, u⁑Λng a sample f pr grammΛng fr m the Λn∷er f 1996. In addΛ∷Λ n, the s∷¥dQ a⁑⁑e⁑⁑ed h   me⁑⁑age⁑ ab ¥∷ se¤¥alΛ∷Q ha e changed   er tΛme bQ c mparΛng Λn∷er 1996 pr gram⁑ t th ⁑e aΛred in 1976 and 1986. The analQ⁑Λ⁑ e¤amΛned the c n∷e¤∷ tha∷ s¥rr ¥nd⁑ each p r∷raQal and the e¤∷en∷ t   hΛch me⁑⁑age⁑ ab ¥∷ se¤¥al rΛ⁑k r re⁑p n⁑ΛbΛlΛ∷Q are pre⁑en∷ed. Re⁑¥l∷⁑ sh ed tha∷ the depΛc∷Λ n f se¤¥al c n∷en∷ in famΛlQ h ¥r pr grammΛng ha⁑ increa⁑ed c n⁑Λ⁑∷en∷lQ   er the la⁑∷ 20 Qear⁑--¥p 118 percen∷ sΛnce 1986 and 270 percen∷ sΛnce 1976. ThΛ⁑ pa∷∷ern applΛe⁑ t the n¥mber f sh ⁑ tha∷ incl¥de se¤¥al me⁑⁑age⁑ a⁑ ell a⁑ the am ¥n∷ f s¥ch me⁑⁑age⁑ tha∷ pr gram⁑ c n∷aΛn. The large⁑∷ par∷ f thΛ⁑   erall increa⁑e in l ed depΛc∷Λ n⁑ f se¤¥al beha Λ r⁑, hΛch ha e m¥l∷ΛplΛed nearlQ fΛ e-f ld. PhQ⁑Λcal flΛr∷Λng and kΛ⁑⁑Λng acc ¥n∷ed f r m re than 80 percen∷ f thΛ⁑ beha Λ r, b¥∷ 3 percen∷ in l ed se¤¥al in∷erc ¥r⁑e; n s¥ch beha Λ r a⁑ f ¥nd in 1976 r 1986 sample⁑. Me⁑⁑age⁑ ab ¥∷ the rΛ⁑k⁑ and re⁑p n⁑ΛbΛlΛ∷Λe⁑ a⁑⁑ cΛa∷ed Λ∷h se¤ receΛ ed nlQ m de⁑∷ a∷∷en∷Λ n (9 percen∷); n ne f the e¤ample⁑ f se¤¥al in∷erc ¥r⁑e incl¥ded anQ reference t rΛ⁑k r re⁑p n⁑ΛbΛlΛ∷Q t pΛc⁑. H e er, 29 percen∷ f se¤¥al in∷erac∷Λ n⁑ in l Λng teen⁑ ere pre⁑en∷ed in the c n∷e¤∷ f a sh   tha∷ dΛd reflec∷ a thema∷Λc empha⁑Λ⁑ n i⁑⁑¥e⁑ f se¤¥al re⁑p n⁑ΛbΛlΛ∷Q. (C n∷aΛn⁑ 25 reference⁑.) (EV)

ED 409 081 PS 025 012

A KaΛ⁑er FamΛlQ F ¥nda∷Λ n and ChΛldren N   Na∷Λ nal S¥r eQ: Paren∷⁑ Speak Up ab ¥∷ Tele Λ⁑Λ n T daQ. A S¥mmarQ f FΛndΛng⁑.
PUB DATE- 11 Dec 96
NOTE- 12p.; F r rela∷ed d c¥men∷⁑, see PS 025 011-014.
LANGUAGE- EnglΛ⁑h
EDRS PrΛce- MF01/PC01 Pl¥⁑ P ⁑∷age.
PUB TYPE- Rep r∷⁑ - Re⁑earch/TechnΛcal (143)
DESCRIPTORS- ChΛldh d A∷∷Λ∷¥de⁑; ChΛldren; *Paren∷ A∷∷Λ∷¥de⁑; *Pr grammΛng (Br adca⁑∷); *Se¤¥alΛ∷Q; *Tele Λ⁑Λ n; Tele Λ⁑Λ n Re⁑earch; Tele Λ⁑Λ n S¥r eQ⁑; Tele Λ⁑Λ n VΛe Λng
IDENTIFIERS- *FamΛlQ H ¥r (Tele Λ⁑Λ n); Tele Λ⁑Λ n Ne∷ rk⁑

In the mΛd⁑∷ f a gr Λng na∷Λ nal deba∷e ab ¥∷ the r le f tele Λ⁑Λ n a⁑ a de fac∷ "⁑e¤ ed¥ca∷ r" f r Q ¥ng pe ple t daQ, thΛ⁑ s¥r eQ a⁑ked paren∷⁑ na∷Λ n Λde in the fall f 1996 ab ¥∷ theΛr vΛe ⁑ n kΛd⁑ and tele Λ⁑Λ n. A rand m sample f 853 paren∷⁑ and chΛldren age⁑ 6 t 15 ere s¥r eQed bQ teleph ne (∷he da∷a rep r∷ed here f c¥⁑ n a s¥b⁑ample f 421 paren∷⁑ Λ∷h chΛldren age⁑ 8 t 12). Paren∷⁑ ere a⁑ked ab ¥∷ h   ell theQ are able t m nΛ∷ r theΛr chΛldren'⁑ tele Λ⁑Λ n vΛe Λng; the am ¥n∷ f se¤¥al c n∷en∷ n tele Λ⁑Λ n, par∷Λc¥larlQ d¥rΛng pr grammΛng in the earlQ e enΛng; and the infl¥ence theQ thΛnk tele Λ⁑Λ n i⁑ ha Λng, if anQ, n theΛr chΛldren. Re⁑¥l∷⁑ sh ed tha∷ 43 percen∷   rrQ a "grea∷ deal" ab ¥∷ the am ¥n∷ f se¤¥al c n∷en∷ theΛr chΛldren are e¤p ⁑ed t , and 28 percen∷ are a∷ lea⁑∷ "⁑ meñha∷" c ncerned. One ¥∷ f fΛ e saQ theQ ha e seen an effec∷ n h   theΛr chΛld talk⁑, ac∷⁑, r dre⁑⁑e⁑. Paren∷⁑ are dΛ Λded   er h   ell theQ thΛnk TV pre⁑en∷⁑ se¤¥al i⁑⁑¥e⁑, Λ∷h 30 percen∷ thΛnkΛng se¤¥al c n∷en∷ i⁑ generallQ pre⁑en∷ed in an "Λnf rma∷Λ e r s cΛallQ re⁑p n⁑Λble aQ" and an ∷her 31 percen∷ saQΛng thΛ⁑ i⁑ "hardlQ e er" r ne er the ca⁑e. M re than t -∷hΛrd⁑ saQ theQ are able t   a∷ch TV Λ∷h theΛr chΛld a∷ m ⁑∷ nlQ half the tΛme; 85 percen∷ ha e r¥le⁑ ab ¥∷ hΛch sh ⁑ theΛr chΛld can a∷ch. NearlQ half saQ theΛr chΛld ha⁑ a∷ s me p Λn∷ a⁑ked a q¥e⁑∷Λ n ab ¥∷ se¤, AIDS, r s me ∷her

Brophy, Holly Elizabeth; Honig, Alice Sterling
Delivering Service to Teenage Mothers: Issues and Outcomes.
PUB DATE- Apr 97
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; At Risk Persons; Child Rearing; Early Experience; *Early Parenthood; Evaluation; Infant Care; Parent Child Relationship; *Parenting Skills; Program Effectiveness
IDENTIFIERS- Maternal Responsiveness; *Maternal Sensitivity

Adolescent mothers were recruited from a local hospital and from a local social service agency to participate with their newborn infants in a home visitation program intended to increase maternal sensitivity and to support the developing mother-infant relationship. The mother-infant pairs (n=46) were randomly assigned to either a control group or to an experimental group. Experimental group mothers received weekly home visits for 3 months. A post-program follow-up visit was made 2 months after program end. Control group participants received three visits: at program entry, immediately post-program, and 2 months post-program. Teaching episodes and free play episodes were videotaped across the three time periods. In addition to mother-infant interaction assessment, adolescent mothers completed an open-ended early experiences interview based on their recollections of events during childhood. Results indicated no significant differences between experimental and control groups in parenting skills as a function of program participation. However, clinical risk status, based on observations and detailed home visit notes made independent of other assessments, proved to be significantly related to parenting behavior. Mothers identified as higher risk for poor parenting outcomes scored consistently lower on measures of maternal sensitivity and responsivity, cognitive growth fostering skills, and social and emotional growth fostering skills in both free play and teaching episodes. Also, the importance of maternal reflectivity was impressive. Maternal reflectivity about her own past family experiences was found to be more significantly associated with sensitive current parenting practices than participation in a brief home visitation program. (Contains 28 references.) (Author/EV)

ED 409 101 PS 025 557

Lankford, David; McKay, Linda
License To Lead: A Middle Level Curriculum that Develops Awareness of Positive Leadership and Decision Making in the School and Community.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Community Leaders; Curriculum Guides; *Decision Making; Decision Making Skills; Ethical Instruction; Ethics; Intermediate Grades; Junior High Schools; Leaders; Leaders Guides; *Leadership; Leadership Qualities; *Leadership Training; *Middle Schools; *Moral Development; Moral Values;

Teacher::, Paren:::, ClergQ, e::c. in N n-Cla:::r m sΛ::Ꮙa::Λ n::)
(055)
DESCRIPTORS- Ar:: EdᏙca::Λ n; ChΛld Heal::h; Elemen::arQ Sec ndarQ
EdᏙca::Λ n; Ge graphQ In:::rᏙc::Λ n; HΛ::: rQ In:::rᏙc::Λ n; H me
S::ᏙdQ; H meñ rk; *LearnΛng Ac::Λ Λ::Λe::; LearnΛng ReadΛne:::;
LΛbrarQ SkΛll::; Ma::hema::Λc:: In:::rᏙc::Λ n; *Paren:: Par::ΛcΛpa::Λ n;
*Paren::: a:: Teacher::; ReadΛng In:::rᏙc::Λ n; S::Ꮙden:: AdjᏙ:::men::;
Tele Λ::Λ n VΛe Λng; WrΛ::Λng In:::rᏙc::Λ n
IDENTIFIERS- ChΛld Safe::Q

T pr m ::e and facΛlΛ::a::e famΛlQ in l emen:: in chΛldren'::
edᏙca::Λ n, the U.S. Depar::men:: f EdᏙca::Λ n':: OffΛce f
EdᏙca::Λ nal Re::earch and Impr emen:: ha:: c n:: lΛda::ed i:::
"LearnΛng Par::ner::" serΛe:: in:: ne b kle::. ThΛ:: b kle::
c n::Λ::: f se eral t -page ac::Λ Λ::Q gᏙΛde:: in a varΛe::Q f
learnΛng area::. Each gᏙΛde lΛ::: general thΛng:: paren::: can d
t f :::er a chΛld':: in::ere::: in the specΛfΛc learnΛng area, and
specΛfΛc learnΛng ac::Λ Λ::Λe::. The area:: c ered are: (1) "Le::'::
Read"; (2) "Le::':: D Ma::h!"; (3) "Le::':: D ScΛence!"; (4)
"Le::':: SᏙcceed in Sch l!"; (5) "Le::':: D HΛ::: rQ!"; (6) "Le::'::
D Ge graphQ!" (7) "BeΛng Re::p n::Λble"; (8) "Le::':: U::e the
LΛbrarQ!"; (9) "Le::':: WrΛ::e!"; (10) "Le::':: Be Heal::hQ!"; (11)
"Le::':: U::e TV!"; (12) "Le::':: D Ar::!"; (13) "Ge:: ReadQ f r
Sch l!"; (14) "Ge:: t Sch l SafelQ!"; and (15) "Le::':: D
H me rk!" (HTH)

ED 409 118 PS 025 629

DarbQ, LΛnda, Ed.
LearnΛng Ac::Λ Λ::Λe:: f r the Gr ::h Sea:: n.
PUB DATE- 97
NOTE- 9p.; ThΛ:: all p :::er (25.5 in. bQ 22 in.) ha:: been fΛlmed
a:: se en frame:: (8.5 in. bQ 11 in.).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 PlᏙ:: P :::age.
PUB TYPE- GᏙΛde::/Me::h d::/TechnΛqᏙe:: (F r Prac::Λ::Λ ner::) -
Cla:::r m U::e - In:::rᏙc::Λ nal Ma::erΛal:: (F r Learner::) (051)
DESCRIPTORS- C llege Prepara::Λ n; EdᏙca::Λ nal Objec::Λ e::;
Elemen::arQ Sec ndarQ EdᏙca::Λ n; In::erne::; *LearnΛng Ac::Λ Λ::Λe::;
Ma::hema::Λc:: In:::rᏙc::Λ n; PhQ::Λcal FΛ::ne:::; ReadΛng In:::rᏙc::Λ n;
R le PlaQΛng; Thema::Λc Appr ach
IDENTIFIERS- P :::er::

ThΛ:: p :::er, illᏙ:::ra::ed Λ::h a graphΛc f a ca::erpΛllar changΛng
t a c c n and emergΛng a:: a bᏙ:::erflQ, pre::en::: learnΛng
ac::Λ Λ::Λe:: f r 7 eek:: ba::ed n the se en s::age:: f gr ::h in
the Pre::Λden::':: "Call t Ac::Λ n." Each eek inclᏙde:: 5 daQ:: f
ac::Λ Λ::Λe:: ba::ed n se en theme::: (1) "ReadΛng n Y Ꮙr O n";
(2) "Ge:::Λng ReadQ f r Algebra"; (3) "ShapΛng Up f r Safe::Q";
(4) "TeachΛng T Learn"; (5) "Na Λga::Λng the In::erne::"; (6)
"PlannΛng f r C llege"; and (7) "Se:::Λng HΛgh S::andard::." (LPP)

ED 409 119 PS 025 633

R ::e, Amanda J.; A::her, S::e en R.
ChΛldren':: G al:: and S::ra::egΛe:: in Re::p n::e t C nflΛc::: Λ::hΛn a
FrΛend::hΛp.
PUB DATE- Apr 97
NOTE- 32p.; Paper pre::en::ed a:: the BΛennΛal Mee::Λng f the
S cΛe::Q f r Re::earch in ChΛld De el pmen:: (62nd, Wa::hΛng:: n,
DC, AprΛl 3-6, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 PlᏙ:: P :::age.
PUB TYPE- Rep r::: - Re::earch/TechnΛcal (143),Speeche::, C nference
Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- ChΛld Beha Λ r; ChΛldren; C nflΛc:: Re:: lᏙ::Λ n;

mΛn rΛQ parΛcΛpaΛ n in hΛgher ed¼caΛ n f ll naΛ nal trend; rae f enr llmen, perΛence, and grad¼aΛ n are m¼ch l er f r AfrΛcan AmerΛcan, HΛpanΛc, and NaΛ e AmerΛcan than f r WhΛe. The ne tÑ chaper decrΛbe apec f F r Le Λ and Adam Sae C llege repecΛ elQ, incl¼dΛng c llege hΛ rQ; enr llmen, perΛence, and grad¼aΛ n rae; mΛn rΛQ fac¼lQ recr¼Λmen; camp¼ and c mm¼nΛQ aΛ¼de; and s¼den s¼pp r ser Λce. NaΛ e AmerΛcan s¼den make up 10% f the s¼den b dQ a F r Le Λ, hΛle HΛpanΛc c mprΛe 25% f s¼den a Adam Sae. The la chaper preen fΛndΛng and rec mmendaΛ n. DepΛe c mmendable reenΛ n pr gram, perΛence and grad¼aΛ n rae f r NaΛ e AmerΛcan a F r LeñΛ C llege are ell bel th e f her racΛal gr ¼p a the sch l, and are appr ¤ΛmaelQ half th e f NaΛ e AmerΛcan s¼den in her C l rad inΛ¼Λ n. Rec mmendaΛ n incl¼de a h lΛΛc appr ach bQ the sch l; enlΛmen f s¼pp r fr m the s¼den b dQ, saff, and fac¼lQ; c mprehenΛ e c¼l¼ral senΛΛ ΛQ traΛnΛng f r fac¼lQ; eff r t recr¼Λ mΛn rΛQ fac¼lQ; enlarged peer and career c ¼nelΛng pr gram; earlQ rec gnΛΛ n f academΛc s¼ccee; and eff r t red¼ce racΛal tenΛ n n camp¼ and in the c mm¼nΛQ. (TD)

ED 409 135 RC 021 065

SΛ ell-FerrΛ, ChrΛΛne; And Oher
The F ¼r CΛrcle f H ll   Waer. Ab rΛgΛnal Pe ple C llecΛ n.
PUB DATE- 97
NOTE- 211p.; A p¼blΛcaΛ n f the Ab rΛgΛnal C rrecΛ n P lΛcQ UnΛ.
LANGUAGE- EnglΛh
EDRS PrΛce- MF01/PC09 Pl¼ P age.
PUB TYPE- Inf rmaΛ n AnalQe/Sae- f-he-ar MaerΛal (070),Rep r - DecrΛpΛ e (Pr gram/Pr jec DecrΛpΛ n) (141)
DESCRIPTORS- AmerΛcan IndΛan C¼l¼re; *Canada NaΛ e; ChΛld Ab¼e; ChΛld RearΛng; *ChΛppeña (TrΛbe); *C mm¼nΛQ R le; CrΛmΛnal; *C¼l¼ral C ne; C¼l¼re C nflΛc; F reΛgn C ¼nrΛe; H lΛΛc Appr ach; Ince; *Iner enΛ n; PQch herapQ; Se¤ R le; *Se¤¼al Ab¼e; Se¤¼alΛQ; VΛcΛm f CrΛme
IDENTIFIERS- Canada; C¼l¼ral Val¼e; *HealΛng

ThΛ rep r e¤amΛne the C mm¼nΛQ H lΛΛc CΛrcle HealΛng (CHCH) m del, an inn aΛ e appr ach t iner enΛ n ad ped bQ the FΛr NaΛ n H ll   Waer C mm¼nΛQ (Canada) f r se¤ ffender, theΛr vΛcΛm, and theΛr c mm¼nΛQ. The fΛr secΛ n, "OjΛb a CΛrcle," er Λeñ tradΛΛ nal OjΛb a c¼l¼re, se¤ r le, chΛld rearΛng pracΛce, and h   NaΛ e paren tradΛΛ nallQ ta¼gh theΛr chΛldren ab ¼ se¤¼alΛQ. ThΛ secΛ n al dΛc¼e h   E¼r pean c nac and c l nΛΛaΛ n, ChrΛΛanΛQ, and reΛdenΛal sch l c nrΛb¼ed t the tra¼maΛΛaΛ n f FΛr NaΛ n c mm¼nΛe and t the increae in indΛ Λd¼al and c mm¼nΛQ illne. The sec nd secΛ n, "Offender CΛrcle," decrΛbe the characerΛΛc f ad¼l and j¼ enΛle se¤ ffender, meh d f aeemen, c gnΛΛ e beha Λ ral therapQ f r n n-Ab rΛgΛnal ffender, and i applΛcabΛlΛQ t Ab rΛgΛnal ffender. F r e¤ample, the n n-Ab rΛgΛnal rep ne i t trea ffender and vΛcΛm separaelQ, largelQ neglecΛng reΛnegraΛ n ΛhΛn the c mm¼nΛQ. H e er, the pe ple f H ll   Waer d n belΛe e tha incarceraΛ n i effecΛ e and p t trea se¤ ffender al ng Λh theΛr vΛcΛm ΛhΛn the c mm¼nΛQ. The thΛrd secΛ n, "VΛcΛm CΛrcle," addree h   indΛ Λd¼al are vΛcΛmΛΛed bQ se¤¼al ab¼e and h   vΛcΛm and c mm¼nΛΛe reac t vΛcΛmΛΛaΛ n. ThΛ secΛ n decrΛbe the pr ce f

PUB DATE- J‰n 97
NOTE- 22p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl‰:: P :::age.
PUB TYPE- Inf rma::Λ n AnalQ::e::/S::a::e- f-::he-ar:: Ma::erΛal::
(070),OpΛnΛ n::/Per:: nal VΛeñp Λn:::/P ::Λ::Λ n Paper::/E:::aQ:: (120)
DESCRIPTORS- *Ala::ka Na::Λ e::; *AmerΛcan IndΛan Ed‰ca::Λ n;
C gnΛ::Λ e S::Qle; C‰l::‰rallQ Rele an:: Ed‰ca::Λ n; *C‰l::‰re
C nflΛc::; *Ed‰ca::Λ nal Need::; Elemen::arQ Sec ndarQ Ed‰ca::Λ n;
*E::kΛm ::; HΛgher Ed‰ca::Λ n; Oral Lang‰age; *R‰ral Ed‰ca::Λ n;
Spa::Λal AbΛlΛ::Q; Teacher Ed‰ca::Λ n; Verbal AbΛlΛ::Q
IDENTIFIERS- *Ala::ka

Ba::ed n a lΛ::era::‰re re Λe and the 20 Qear:: e¤perΛence f an Ala::kan teacher and admΛnΛ:::ra:: r, s me rec mmenda::Λ n:: are pr p ::ed t impr e ed‰ca::Λ n in r‰ral Ala::ka sch l dΛ:::rΛc::: Λ::h Ala::ka Na::Λ e s::‰den:::, par::Λc‰larlQ Y‰p'Λk E::kΛm ::. C‰rren::lQ s‰ch sch l dΛ:::rΛc::: ha e an ed‰ca::Λ n sQ:::em sΛmΛlar t tha:: f ‰nd thr ‰gh ‰:: the UnΛ::ed S::a::e:: and d n :: take in:: acc ‰n:: the Na::Λ e c‰l::‰re and herΛ::age. S cΛal and ed‰ca::Λ nal indΛca:: r:: sh   tha:: r‰ral Ala::ka sch l:: are f::en n :: grad‰a::Λng indΛ Λd‰al:: Λ::h adeq‰a::e skΛll:: and a:::Λ::‰de::. WhΛle there i:: n sΛngle defΛnΛ::Λ n f ha:: c n:::Λ::‰::e:: s‰cce:::, a g al i:: s‰gge:::ed f r r‰ral sch l::: t grad‰a::e s::‰den::: h are c nfΛden:: and capable indΛ Λd‰al::, he::her lΛ Λng in the tradΛ::Λ nal c‰l::‰re r the gl bal s cΛe::Q. T   rk t ard thΛ:: g al, rec mmenda::Λ n:: are ffered in the area:: f ral lang‰age, in::ellec::‰al s::reng::h::, in:::r‰c::Λ n, and ed‰ca:: r traΛnΛng. E::kΛm chΛldren lΛ e in a   rld Λ::h ‰:: prΛn:: here the c‰l::‰re empha::ΛΛe:: learnΛng thr ‰gh b::er a::Λ n ra::her than verbal e¤plana::Λ n::. T pr Λde a f ‰nda::Λ n f r readΛng and rΛ::Λng, sch l:: m‰::: empha::ΛΛe ral lang‰age de el pmen:: f r Na::Λ e s::‰den::: in the earlQ grade::. Sch l:: sh ‰ld b‰Λld n the s::reng::h:: tha:: E::kΛm chΛldren c n::Λ:::en::lQ dem n:::ra::e: s‰perΛ r percep::‰al skΛll:: and spa::Λal abΛlΛ::Q. In:::r‰c::Λ n c ‰ld be impr ed bQ ma::chΛng s::‰den:: learnΛng s::Qle:: and bQ m Λng t an ungraded elemen::arQ pr gram. FΛnallQ, teacher:: m‰::: receΛ e specΛal traΛnΛng t under:::and the sΛ::‰a::Λ n and mee:: s::‰den:: need:: in r‰ral Ala::ka sch l::. C n::aΛn:: 24 reference::. (SV)

ED 409 152   RC 021 105

Sander:: n, PrΛ::cΛlla Lan::Λng; And O::her::
Independen:: LΛ Λng O‰::c me:: f r AmerΛcan IndΛan:: Λ::h
DΛ::abΛlΛ::Λe::: A Need:: A:::e:::men:: f AmerΛcan IndΛan:: Λ::h
DΛ::abΛlΛ::Λe:: in N r::hñe::: Ne Me¤Λc --CΛb la and McKΛnleQ
C ‰n::Λe::.
SPONS. AGENCY- Na::Λ nal In:::. n DΛ::abΛlΛ::Q and RehabΛlΛ::a::Λ n
Re::earch (ED/OSERS), Wa::hΛng:: n, DC.
PUB DATE- 96
NOTE- 127p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC06 Pl‰:: P :::age.
PUB TYPE- Rep r::: - E al‰a::Λ e/Fea::ΛbΛlΛ::Q (142),Te:::,
Q‰e:::Λ nnaΛre::, E al‰a::Λ n In:::r‰men::: (160)
DESCRIPTORS- *AmerΛcan IndΛan::; *DΛ::abΛlΛ::Λe::; *H‰man Ser Λce::;
*Independen:: LΛ Λng; In::er Λeñ::; Na aj (Na::Λ n); Need::; Need::
A:::e:::men::; P‰ebl (Pe ple); RehabΛlΛ::a::Λ n
IDENTIFIERS- *Acce::: t Ser Λce::; *Ne Me¤Λc (N r::h e:::);
Per:: nal A:::Λ:::ance (f DΛ::abled)

In::er Λe :: ere c nd‰c::ed Λ::h 32 AmerΛcan IndΛan:: Λ::h dΛ::abΛlΛ::Λe:: in CΛb la, McKΛnleQ, and San J‰an c ‰n::Λe::, Neñ Me¤Λc . The s::‰dQ s ‰gh:: t iden::ΛfQ the need:: f n r::hñe::: Ne Me¤Λc AmerΛcan IndΛan:: Λ::h dΛ::abΛlΛ::Λe:: Λ::h regard t

DESCRIPTORS- Academic Achievement; Advanced Placement Programs; Critical Thinking; Data Interpretation; *Gifted; Heuristics; High School Students; High Schools; *History; *Mathematical Aptitude; Performance; *Primary Sources; Problem Solving; Research Skills; *Science Process Skills; Talent Development
IDENTIFIERS- *Historical Interpretation; *Historical Method; Historical Research; International Baccalaureate

This study sought to discern the extent to which a sample of talented math and science students displayed domain-relevant skills possessed by those expertly trained in history. Subjects' experiences varied in terms of their exposure to primary source materials. The students were presented with five different kinds of documents related to the subject of slavery. Students were asked to study the documents then tell a story tying all of the documents together. Responses were evaluated for interpretive skills as well as for sophistication in evaluating sources for accuracy. These gifted science students varied widely in their abilities to employ skills historians routinely use to reconstruct the past. Those who had previous experience with primary sources fared better than those who had no experience. Skills used in historical research include interpretation of primary sources, assessment of documents for biases, and synthesis of sources into coherent historical narratives. The knowledge that gifted science students may not creatively interpret, synthesize, or critically evaluate historical documents has implications for talent development and for history teaching and learning. Contains 18 references and reproduced documents. (PVD)

ED 409 170 SE 060 314

Rioseco, Marilu
Context Related Curriculum Planning for Science Teaching: A Proposal To Teach Science around the Ozone Problem.
PUB DATE- Dec 95
NOTE- 12p.; Also published in Science Education International; v6 n4 p10-16 Dec 1995.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description) (141)
DESCRIPTORS- Context Effect; *Curriculum Development; *Ecology; Educational Strategies; Environmental Education; Foreign Countries; *Hands on Science; Physics; *Problem Solving; *Science and Society; Science Curriculum; *Science Instruction; Scientific Literacy; Secondary Education; Student Motivation
IDENTIFIERS- Chile; *Ozone Depletion; Ultra Violet Radiation

This paper reports on the dilution effect of the ozone layer which jeopardizes a section of land in Chile from 53 degrees South latitude to 33 degrees South and the necessity of preparing the population for the possible ecological consequences of an increase in ultra violet radiation. Scientists in Chile assume part of this task by studying the short and long term effects upon different ecosystems. Education also plays a role in that the problem requires an attitude change in the population. A discussion is provided of the task presented to science educators by the ozone problem, including insight into the role that student motivation plays in science learning. A proposal is made which recommends that instruction not start from the basic contents and include at a later time a discussion of applications, but start with a real problem and from there motivate the students to seek explanations in the concepts, laws, scientific processes, and procedures. The experiences described in this paper are based

Schools; Middle Schools; Problem Solving; *Science Activities; Teaching Guides

This book contains information on a wide range of books for interdisciplinary teaching and makes connections with science, math, language, social studies, music, and art. The items referenced contain book summaries, lists of objectives, ideas for connecting the subjects taught in elementary and middle school, field and classroom activities, reproducible student pages, and suggestions for evaluating students' work. The books discussed are organized by themes: (1) Birds and Bees and Other Species; (2) A Habitat Is Home; (3) All Is Not Well; (4) Tuning In To Nature; and (5) Inventors, Ideas, and Impacts. For each item discussed there is an extended overview of the book, curriculum connections, objectives, a list of interdisciplinary activities, and comments for the teacher with suggestions for evaluation. This book also includes student guidelines for problem solving, writing, preparing and presenting oral reports, observing phenomena, listening, role-playing, keeping a journal, setting up displays, and organizing field trips. (JRH)

ED 409 191 SE 060 383

Chemistry 30 Diploma Examination Results. Examiners' Report for January 1997.
PUB DATE- 97
NOTE- 9p.; For the Chemistry 30 Examination, see ED 407 273. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Chemistry; Foreign Countries; High Schools; Science Education; Standards; Student Evaluation; *Test Results
IDENTIFIERS- *Alberta

The summary information contained in this report provides teachers, school administrators, students, and the general public with an overview of the results from the January 1997 administration of the Chemistry 30 Diploma Examination by the Alberta Department of Education in Canada. This information is most helpful when used with the detailed school and jurisdiction reports that have been provided to schools and school jurisdiction offices. Findings indicate that 89.4% of the 6,950 students who took the test achieved the acceptable standard and 18.6% of these students achieved the standard of excellence. Topics discussed include a description of the examination, achievement of standards, results and examiners' comments, multiple-choice and numerical-response questions, and written-response questions. (JRH)

ED 409 192 SE 060 384

Biology 30 Diploma Examination Results. Examiners' Report for January 1997.
PUB DATE- 97
NOTE- 9p.; For the Biology 30 Examination, see ED 407 277. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Biology; Foreign Countries; High Schools; Science Education; Standards; Student Evaluation; *Test Results
IDENTIFIERS- *Alberta

ED 409 214 SE 060 473

Harris, Julia, Ed.
CD-ROMs and Laserdiscs for Science.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biological Sciences; Chemistry; Earth Science; Educational Resources; *Educational Technology; Elementary Secondary Education; Environmental Education; *Optical Disks; Physics; *Problem Solving; Science Education; *Thinking Skills

This issue of ENC Focus highlights laserdiscs and CD-ROMs that encourage students to raise searching questions, enter debates, formulate opinions, and engage in problem solving and critical thinking. The laserdiscs and CD-ROMs were chosen based on the criteria of instructional design, content, and interest. Items featured include: The Chemistry Set; Rainforest Researchers; The Great Ocean Rescue; Genetics: Fundamentals and Frontiers, Level I; The Great Solar System Rescue; Plants, Patterns, and Forces; Primary Science, Volume 1; The Voyage of the Mimi; The Human Body; Pip and Zena's Science Voyage; TimeShift Radio: Electricity and Communication; Tri-City Science Club; Animal Pathfinders, Level III; Planetary Manager, Level III; Thinkin' Things Collection I; Sammy's Science House: What's the Secret Volume I; The Wreck of the Fortuna Dorada; Science Sleuths, Volume I: The Mysteries of the Blob and the Exploding Lawnmowers, Version 1.0; The Miracle of Life, Level III; Understanding Earth; Life Sciences, Level III; Liquid Assets: The Ecology of Water, Level I; HIP Biology I: Discover Biology through Hands-On Image Processing; Physics of Sports: An Interactive Videodisc for Analyzing the Motion of Athletes; Real World Problem Solvers: The Garbage Dump Dilemma; and Our Environment. (JRH)

ED 409 215 SE 060 480

Boyer, Steven E.; Lamoreaux, C. Douglas
Flow Theory as a Construct for Analyzing Learning Environments in a 7th-Grade Science Classroom.
PUB DATE- 28 Mar 97
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Experience; Educational Strategies; Grade 7; Junior High Schools; *Science Education; *Student Attitudes

This research effort sought to identify pathways and blockages to flow (the having of optimal experiences) in the daily activities of teachers and students and to develop a critically reflective pedagogy to enhance the probability of flow for teachers and students alike. The critically reflective approach contained elements such as an autobiographical narrative of the

Lipman, Matthew
Philosophy Goes to School.
PUB DATE- 88
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Reports - Descriptive (Program/Project Description) (141)
DESCRIPTORS- Civics; Critical Thinking; *Educational Philosophy; Elementary Secondary Education; Ethics; Hermeneutics; *Philosophy; *Reflective Teaching

This book seeks to address the educational significance of philosophy as a subject in the K-12 curriculum, and includes a range of issues from the teaching of philosophy to the improvement of thinking, the nature of a community of inquiry, and the educational significance of grade school philosophy. The book is divided into 6 sections with 15 chapters. Part 1, "Introduction," contains the chapter "Remaking the Foundation." Part 2, "Philosophy in Education," includes the chapters: (1) "Philosophical Practice and Educational Reform"; (2) "The Role of Philosophy in Education for Thinking"; and (3) "Philosophy, Critical Thinking, and the Core of Common Culture." Part 3, "Ethical Inquiry in the Schools," lists "Education for Civic Values" and "Ethical Inquiry and the Craft of Moral Practice." Part 4, "The Impact on the Curriculum," includes: (1) "Philosophy and Science Education at the Elementary School Level"; (2) "Reasoning in Language at the Elementary School Level"; (3) "Social Inquiry at the Secondary School Level"; and (4) "Thinking and Writing at the Secondary School Level." Part 5, "Reflections on Practice: Implications for Educational Reform," contains: (1) "Constructing a Curriculum to Improve Thinking and Understanding"; (2) "Preparing Teachers to Teach for Thinking"; (3) "Twelve Sessions with Pixie in P.S. 87: A Classroom Log"; and (4) "Philosophy and Creativity." Part 6, "Epilogue," concludes with "The Philosophy of Childhood." (EH)

ED 409 240 SO 027 272

Bliss, David; Banks, Dennis N.
Characteristics of Secondary Social Studies Teachers: An Update of Ochoa's 1981 Report.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Individual Characteristics; Public Schools; Secondary Education; *Secondary School Teachers; *Social Studies; *Teacher Attitudes; Teacher Background; *Teacher Characteristics; Teacher Qualifications; Teacher Stereotypes; *Teaching (Occupation)
IDENTIFIERS- *Ochoa (Anna)

Previous studies on characteristics of social studies students have been mostly limited to heavily populated areas. This study attempts to identify the characteristics of public school Social Studies teachers (grades 7-12) in a rural, upstate New York county. Anne Ochoa's 1981 study, "A Profile of Social Studies Teachers," was used as a model for the survey conducted with this sample. Forty-eight teachers in 12 school districts in Otsego County received the survey with 35 teachers responding. Results obtained from this study were similar to the Ochoa findings. Social studies teachers were a mirror of the community, if not the nation, at large. Although a smaller number of teachers were polled than in the Ochoa study, results

America; Turkey

Each of the 6 separate books in this series for juveniles introduces students to an ancient culture still in existence today. The illustrated guides examine the challenges facing each cultural group from contemporary social, political, and technological influences. The books in the series include: (1) Kurds (John King); (2) Native Americans (James Wilson); (3) Maori (Robert Macdonald); (4) Tibetans (Judith Kendra); (5) Saami of Lapland (Piers Vitebsky); and (6) Kalahari Bushmen (Alan Bernard). The stories of these people explain the history, politics of their homelands, traditional beliefs and values, and difficulties of maintaining their unique culture. Each book contains a glossary, suggestions for further reading, addresses for information and social action, and an index. (MM)

ED 409 262 SO 028 474

Adams, Simon; And Others
The DK Geography of the World. First American Edition.
PUB DATE- 96
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Geographic Materials (133)
DESCRIPTORS- Atlases; Charts; *Geography; *Human Geography; Illustrations; *Maps; Reference Materials; *Social Studies; Statistics; Teaching Guides; *World Geography

This illustrated guide combines maps, photographs, charts, and illustrations to bring facts about physical and human geography to life. The information is organized in six continental sections and a reference section. Full colored maps, produced by digital imagery, with details about each country's physical geography, its people, and its important sites, are provided. Explanations are given for how the landscape or climate of each region has shaped the area's development. Topics include agriculture and industry, ethnic groups, everyday life, food, and recent history. Fact boxes provide at-a-glance access to key facts such as population, currency, language, and literacy rate. Facts, dates, statistics, a comprehensive gazetteer, glossary, and an index complete the classroom resource. (MM)

ED 409 263 SO 028 475

Reynolds, Nancy Walkup
Art Lessons for the Middle School. A DBAE Curriculum. Reproducible Book.
PUB DATE- 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetics; Art; *Art Activities; Art Criticism; *Art Education; *Art History; *Discipline Based Art Education; Intermediate Grades; Junior High Schools; Middle Schools; Teaching Guides; Visual Arts
IDENTIFIERS- *Art Elements; *Art Principles

The art lessons presented in this teaching guide are concept-centered and integrate the four disciplines of art: art production, art history, art criticism, and aesthetics. Individual units are organized by the elements of art (line, value, texture, color, shape, form, and space) and the principles of design (balance, emphasis, contrast, variety, perspective. The study specifically focused on the following issues: characteristics of the tutor and tutee that are most likely to enhance learning; types of learning most amenable to cross-age tutoring; relationship between the task difficulty and the nature and quality of interactions between peers; and teaching strategies used by tutors during their scaffolding process. Ten cross-age dyads of fifth graders and kindergartners were paired by their teachers based on gender and teachers' perceptions of children's academic ability as well as the school records. Meeting once each week for an hour, each tutorial session consisted of a warm-up activity (crossword puzzle), a major task (concepts of measurement, concepts of house as living space, science experiments, and map construction), and an ending activity (card game). All dyads were video- and audio-taped for 5 consecutive weeks and the tapes transcribed verbatim. Results of in-depth and detailed analysis suggest that older peers can and do assist younger ones' thinking in the course of tutoring, but also indicate that there are some limitations to how tutors can successfully scaffold to maximize tutees' learning. Excerpts from the tapes demonstrate specific patterns that emerged from analysis of the data. (Contains 5 tables and 13 references.) (JT)

ED 409 282 SP 037 395

Pugach, Marleen C.; And Others
The University of Wisconsin-Milwaukee's Collaborative Teacher Education Program for Urban Communities.
PUB DATE- Mar 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Educational Change; Elementary Education; Higher Education; *Inclusive Schools; Mainstreaming; Partnerships in Education; Preservice Teacher Education; Program Development; *Regular and Special Education Relationship; Special Education; Teacher Collaboration; *Teacher Education Programs; Urban Education; *Urban Teaching
IDENTIFIERS- *Milwaukee Public Schools WI; Reform Efforts; *University of Wisconsin Milwaukee

The reform of teacher education at The University of Wisconsin-Milwaukee has proceeded from a collective commitment to developing a unified framework for the preparation of early childhood, primary/middle, and special education teachers for urban schools. The new program, Collaborative Teacher Education for Urban Communities, integrates preparation for working with students with disabilities into the early childhood and primary/middle level programs in general education, while moving the preparation of special educators to a fifth year, or postbaccalaureate only program. Certification at the primary/middle level in the new program covers grades 1-8, with a specialization at either the primary or middle level; preparation for bilingual education is added onto regular primary/middle certification. The program is based on the belief that preparing teachers for urban schools is qualitatively different from preparing teachers for any school, and requires a high level of collaboration. Considerable attention has been directed toward the integration and redefinition of faculty and student roles as the collaborative

ED 409 301 SP 037 428

Cheng, May Hung; And Others
Perception of Teacher Competence: From Student to Teacher.
PUB DATE- Mar 97
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers; Comparative Education; Education Majors; Elementary Education; Foreign Countries; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Self Concept; *Self Evaluation (Individuals); *Student Attitudes; *Student Teachers; Student Teaching; *Teacher Competencies; *Teacher Education Programs
IDENTIFIERS- Hong Kong

This study sought to determine how student-teachers perceived their competence as they proceeded through a 2-year certificate program and to identify what changes occurred in their perception during the first year of teaching. The subjects were student teachers in a new Certificate of Education Program (in primary education) at the Hong Kong Institute of Education who were followed from the beginning of the second year through their first year of full-time teaching. Both student teachers and beginning teachers perceived themselves as having higher competence in the classroom domain and lower in the school, community, and professional domains. Teachers appeared to have acquired competence in the classroom, but remained challenged by school situations and relations with administrators, peers, and parents. These results confirm the importance of school experience as part of teacher education. Results support the value of such student and beginning teacher induction provisions as seminars and mentoring arrangements, which have not been widely used in teacher education in Hong Kong but are now part of the new program. The results also suggest the need for continuing professional education throughout the teacher's career. (Contains 28 references.) (JLS)

ED 409 302 SP 037 429

Hyun, Eunsook
Self-Examination of One's Own Ethnicity in the Context of Teacher Preparation for a Pluralistic Society.
PUB DATE- 25 Mar 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Culturally Relevant Education; Early Childhood Education; Educational Change; Elementary Education; *Ethnicity; Higher Education; *Multicultural Education; Perspective Taking; Preservice Teacher Education; *Reflective Teaching; *Self Concept; *Self Evaluation (Individuals); Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS- Cultural Sensitivity; Developmentally Appropriate

variance estimate for a cluster design and the corresponding design effect. Simulation data is then used to examine variance estimation results from one- and two-stage cluster designs, respectively. Both a formula approach and a jackknife resampling approach are used in obtaining variance estimates. It is shown that, for 150 observations sampled from a population of 1,000, using a 2-stage cluster design, the actual variance can be underestimated by a factor of 3 if the standard statistical method is used. The underestimated variance or standard error statistic will lead to unwarranted statistical significance in hypothesis testing, or a narrow confidence interval in parameter estimation. Consequently, misleading conclusions can be made based on these inappropriate analysis findings. (Contains 1 tables and 11 references.) (Author/SLD)

ED 409 321 TM 026 547

Plaska, Ann-Maureen
Implementation of the 1993 Pennsylvania Educational Reform: Issues Related to Strategic Planning.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Curriculum Development; Educational Assessment; *Educational Change; Elementary Secondary Education; *Outcome Based Education; Outcomes of Education; *Resource Allocation; School Districts; School Restructuring; State Legislation; State Programs; *Strategic Planning
IDENTIFIERS- *Pennsylvania; Reform Efforts

The purpose of this study was to investigate the problems and issues that emerged as school districts in Pennsylvania tried to implement a strategic planning mandate at the local level. In June 1993, revisions to the Pennsylvania school code changed requirements for graduation from time spent in the classroom to the mastery of 53 state-designated student learning outcomes, and the state mandated that districts develop strategic plans for implementation of the new regulations that included community participation. The concept of student learning outcomes became a mass media blitz called "outcome based education" (OBE). Criticisms against OBE were emotional and well-organized, and supporters were not able to defend it well. In this climate, school districts confronted many issues in their planning. Seventeen districts in Allegheny County (Pennsylvania) participated in this study, which relied on observations and on-site or telephone interviews with administrators in each district and the state's education department. Implementation of the reform was hampered from the start, with issues of communication and resources central to implementation problems. Administrators were cowed by the magnitude of the task, and a third of them thought that additional resources would be needed to address curriculum and assessment changes. School district administrators thought that they needed security in the knowledge that there would be adequate resources available to plan for a systemic change of this nature. Training for educators and the public and the establishment of a sense of being stakeholders are other aspects of the reform that are needed to ensure acceptance and implementation. (Contains 1 table and 48 references.) (SLD)

Online Interviews: Research as a Reflective Dialogue.
PUB DATE- Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dialogs (Language); Doctoral Programs; Educational Research; *Electronic Mail; Higher Education; *Interviews; *Online Systems; Pilot Projects; *Professional Development; Researchers; Sampling; *Student Attitudes
IDENTIFIERS- *Reflective Practice

The use of online interviews as reflective dialogues for professional growth and development was studied. Doctoral research conducted using electronic mail messaging as a series of online interviews evolved into reflective dialogues between the researcher and subjects. Five users of an online discussion group on teaching participated in a pilot study. Their initial responses reported on attitudes about children and learning, as they were asked, but they did not reveal their tacit attitudes. The researcher developed a revised interview protocol as a series of thematic questions. These resulted in professional growth on the part of the subjects, and growth of the doctoral student (researcher) in the use of conversational techniques to stimulate reflective conversation that resulted in a wealth of data. This study demonstrates the viability of online interviews as an educational research tool. It also shows the symbiotic relationship between a high degree of access to online computer technology and the culture of learning in which it exists. Two appendixes discuss developing a sample and present the interview protocol. (Contains 23 references.) (SLD)

ED 409 339 TM 026 822

Wathen, Sheila Haley; Resnick, Lauren B.
Collaborative vs. Individual Learning and the Role of Explanations.
PUB DATE- Mar 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Concept Formation; Context Effect; *Cooperative Learning; Higher Education; Individual Differences; Individualized Instruction; Interaction; *Peer Relationship; *Student Motivation; Teaching Methods
IDENTIFIERS- Explanation Based Learning; *Explanations

This study sought to examine why peer interaction can facilitate learning, with the hypothesis that collaborative learning provides a social context that is conducive to the generating of explanations (an activity positively associated with learning). Individualistic and collaborative learning contexts were compared for 96 college students (19 male, 77 female) instructed either to "talk aloud" or to "explain" as they learned about the human circulatory system from a text (a 2x2 design). Although the subjects in the two learning contexts did not differ in learning scores, generating explanations (defined as new inferences that went beyond the text material) was highly predictive of both factual and conceptual learning. Motivation and other types of talk were also examined.

c mm%nΛ::Q c llege e¤ec%::Λ e::. The rep r:: pre::en:: s%mmarQ inf rma::Λ n ab %:: c mm%nΛ::Q c llege:: f r: chancell r:: and pre::Λden:: f m%l::Λ-c llege dΛ::::rΛc:: and s%perΛn::enden::/pre::Λden:: f sΛngle-c llege dΛ::::rΛc::. In i:: c mmen::, the CalΛf rnΛa P ::::ec ndarQ Ed%ca::Λ n C mmΛ::Λ n al:: n ::e:: tha:: hΛle dΛ::parΛ::Q am ng m%l::Λ-c llege dΛ::::rΛc:: ha:: decrea::ed er the la:: three Qear::, i:: ha:: increa::ed am ng sΛngle-c llege dΛ::::rΛc::. Al:: rep r::ed are c mpen::a::Λ n fΛg%re:: f r sQ::::em Λde e¤ec%::Λ e::. F r the CalΛf rnΛa S::a::e UnΛ er::Λ::Q, the rep r:: de::aΛl:: c%rren:: p lΛcQ n e¤ec%::Λ e c mpen::a::Λ n, c mpen::a::Λ n f r camp%:: pre::Λden:: and sQ::::em Λde e¤ec%::Λ e::, and salarQ c mparΛ:: n:: be:: een the S::a::e UnΛ er::Λ::Q and sΛmΛlar in::::Λ::%::Λ n:: na::Λ nallQ. In i:: c mmen:: the C mmΛ::Λ n n ::e:: c n::Λn%ed pr gre:: t ard a c heren:: c mpen::a::Λ n p lΛcQ b%:: lag:: in salarQ a:: the pre::Λden::Λal le el. F r the UnΛ er::Λ::Q f CalΛf rnΛa the rep r:: n ::e:: c%rren:: p lΛcQ, c mpen::a::Λ n f r unΛ er::Λ::Q chancell r:: and sQ::::em Λde e¤ec%::Λ e::. I:: pr Λde:: t se:: f salarQ c mparΛ:: n:: be:: een the UnΛ er::Λ::Q and sΛmΛlar na::Λ nal in::::Λ::%::Λ n::: an all-%nΛ er::Λ::Q se:: and a fac%l::Q salarQ se::. The rep r:: n ::e:: tha:: the UnΛ er::Λ::Q ha:: c mple::ed i:: g al f eq%alΛΛΛng benefΛ:: and f s::abΛlΛΛΛng e¤ec%::Λ e c mpen::a::Λ n le el::. FΛ e table:: s%mmarΛΛe c mpen::a::Λ n da::a. (CH)

ED 408 898 HE 030 217

G ldman, Karen Denard
Marke::Λng P er T l:: f r B%ΛldΛng Be::::er C nnec::Λ n::.
PUB DATE- 96
NOTE- 12p.; Paper pre::en::ed a:: the Ann%al Mee::Λng f the AmerΛcan C llege Heal::h A:: cΛa::Λ n (Orland , FL, MaQ 29-J%ne 1, 1996).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl%:: P ::::age.
PUB TYPE- OpΛnΛ n::/Per:: nal VΛeñp Λn::/P ::Λ::Λ n Paper::/E::::aQ:: (120),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Heal::h FacΛlΛ::Λe::; *Heal::h Pr gram::; HΛgher Ed%ca::Λ n; *Marke::Λng; O%::reach Pr gram::; *Sch l Heal::h Ser Λce::; S::ra::egΛc PlannΛng; S::%den:: Per:: nnel Ser Λce::

ThΛ:: paper pr p ::e:: u::e f marke::Λng me::h d:: t impr e c llege heal::h ser Λce:: and enhance theΛr perceΛ ed val%e. Ten keQ marke::Λng prΛncΛple:: are defΛned: (1) val%e f the ser Λce a:: seen bQ the targe:: p p%la::Λ n; (2) e¤change clΛen:: perceΛ e benefΛ:: receΛ ed a:: e¤ceedΛng perceΛ ed c ::::; (3) c mpe::Λ::Λ n fferΛng a be::::er pr d%c:: than the c mpe::Λ::Λ n; (4) marke:: re::earch; (5) segmen::a::Λ n s%bdΛ ΛdΛng the marke:: in:: gr %p:: Λ::h dΛfferen:: need::; (6) c n::%mer analQ::Λ:: the in-dep::h s::%dQ f each marke:: segmen::; (7) marke::Λng mΛ¤--::he c mbΛna::Λ n f pr d%c::, prΛce, and pr m ::Λ n specΛfΛcallQ targe::ed t a par::Λc%lar marke::; (8) demand analQ::Λ:: f the demand f r the pr d%c::; (9) c%:: mer sa::Λ::fac::Λ n the need t mee:: r e¤ceed clΛen::' e¤pec::a::Λ n::; and (10) brand l Qal::Q achΛe ed hen clΛen:: c n::Λn%e t u::e the ser Λce pr Λded. SpecΛfΛc s::ep:: are ffered t help c llege heal::h ser Λce:: in::egra::e the::e marke::Λng prΛncΛple:: in:: theΛr prac::Λce::. The::e incl%de: a::::e::::men::, a marke::Λng ed%ca::Λ n campaΛgn, c n::%mer re::earch, readΛng marke::Λng ar::Λcle:: and g Λng t marke::Λng c nference::, hΛrΛng a marke::Λng specΛalΛ::::, reñardΛng rΛ::k-::akΛng and e¤perΛmen::a::Λ n bQ heal::h ser Λce:: per:: nnel, breakΛng d n c n::%mer-perceΛ ed barrΛer::, rea::::e::::Λng pr d%c:: de::Λgn and pr m ::Λ n f heal::h ser Λce::, and c nd%c::Λng marke:: a%dΛ:: f heal::h ser Λce:: phΛl :: phQ and prac::Λce::. (CH)

ED 408 899 HE 030 218

(The bΛblΛ graphQ c n::aΛn:: 225 en::rΛe::.) (CH)

ED 408 916 HE 030 261

Salm n, PhΛllΛda
AchΛe Λng a PhD--Ten S::½den:::' E¤perΛence.
PUB DATE- 92
NOTE- 122p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c½men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),OpΛnΛ n::/Per:: nal VΛeñp Λn:::/P ::Λ::Λ n Paper::/E:::aQ:: (120),Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141)
DESCRIPTORS- C llege S::½den:::; *D c:: ral Degree::; *D c:: ral DΛ:::er::a::Λ n::; F reΛgn C ½n::rΛe::; Grad½a::e Sch l Fac½l::Q; Grad½a::e S::½dQ; HΛgher Ed½ca::Λ n; Narra::Λ n; Per:: nal Narra::Λ e::; *S::½den:: De el pmen::; *S::½den:: E¤perΛence; S::½den:: J ½rnal::; Teacher S::½den:: Rela::Λ n::hΛp
IDENTIFIERS- UnΛ::ed KΛngd m
ThΛ:: b k ffer:: fΛr:::-hand, per:: nal dΛal g½e:: ab ½:: the e¤perΛence f c mple::Λng a d c:: ral dΛ:::er::a::Λ n. The gr ½p f 10 s::½den::: a:: War Λck UnΛ er::Λ::Q (UnΛ::ed KΛngd m) h c n::rΛb½::ed theΛr impre:::Λ n:: had been t ge::her f r 3 Qear::; 3 had alreadQ c mple::ed theΛr d c:: ra::e:: hΛle the ::her::' pr jec::: ere s::Λll inc mple::e. The b k i:: rganΛΛed in t par:::. The fΛr::: t chap::er::, "The Charac::er f PhD Re::earch" and "PhD S½per Λ::Λ n," pre::en:: the vΛeñ tha:: d c:: ral re::earch i:: a pr ce:::, ra::her than an ½::c me r pr d½c::. The sec nd par:: f the b k deal:: Λ::h s::½den:::' n vΛe :: f theΛr e¤perΛence::. FΛr:::, a brΛef pr fΛle in::r d½ce:: each f the c n::rΛb½:: r::. The remaΛnΛng chap::er:: f ll par::Λc½lar theme::, ill½:::ra::Λng them Λ::h e:::rac::: fr m j :::ed n ::e:: and rΛ::Λng:: bQ the s::½den:::; theQ v Λce the s::½den:::' impre:::Λ n:: and feelΛng:: ab ½:: under::akΛng a d c:: ral dΛ:::er::a::Λ n the sen::e f pa:::Λ n needed, the "cr½mblQ cake" f me::h d l gQ, h theQ e¤perΛenced s½per Λ::Λ n, and h theQ managed theΛr pr jec:::. FΛnallQ, an epΛl g½e, "BeΛng a S½per Λ:: r," gΛ e:: the s½per Λ:: r'::: acc ½n:: f her e¤perΛence s½per Λ::Λng the d c:: ral pr ce:::. (C n::aΛn:: 23 reference::.) (CH)

ED 408 917 HE 030 262

Chalmer::, DenΛ::e; F½ller, RΛchard
TeachΛng f r LearnΛng a:: UnΛ er::Λ::Q: The rQ and Prac::Λce. TeachΛng and LearnΛng in HΛgher Ed½ca::Λ n SerΛe::.
PUB DATE- 96
NOTE- 164p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c½men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),G½Λde::/Me::h d::/TechnΛq½e:: (F r Prac::Λ::Λ ner::) - N n-Cla:::r m U::e (F r AdmΛnΛ:::ra::Λ e and S½pp r:: S::aff, and f r Teacher::, Paren:::, ClergQ, e::c. in N n-Cla:::r m sΛ::½a::Λ n::) (055)
DESCRIPTORS- Acc ½n::Λng; Ca::e S::½dΛe::; C gnΛ::Λ e Pr ce:::e::; *C llege In:::r½c::Λ n; EarlQ ChΛldh d Ed½ca::Λ n; E¤cellence in Ed½ca::Λ n; F reΛgn C ½n::rΛe::; HΛgher Ed½ca::Λ n; Independen:: S::½dQ; Inf rma::Λ n ScΛence Ed½ca::Λ n; *In:::r½c::Λ nal Effec::Λ ene:::; Lang½age SkΛll::; LearnΛng Pr ce:::e::; *LearnΛng S::ra::egΛe::; ScΛence C ½r::e Impr emen:: Pr jec:::; *Self Managemen::; Self M ::Λ a::Λ n; *S::aff De el pmen::; Teacher C mpe::encΛe::; Teacher Ed½ca::Λ n Pr gram::; Teacher Ed½ca:: r Ed½ca::Λ n; Teacher Effec::Λ ene:::; Teacher W rk::h p::; *TeachΛng E¤perΛence; TeachΛng Me::h d::; TeachΛng SkΛll::
ThΛ:: b k, rΛ:::en fr m a BrΛ::Λ::h per::pec::Λ e, ffer:: se eral

(041), Reports - Research/Technical (143), Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Instruction; Education Majors; Higher Education; *Learner Controlled Instruction; Programmed Instructional Materials; Student Attitudes; *Student Motivation; Student Surveys; Teacher Education Programs

Undergraduate education majors in a teacher preparation program completed a computer-assisted instructional program for a study designed to examine the effects of type of instructional control and program mode on the achievement, option use, time spent on program, and attitudes of higher and lower ability students. Students were assigned to high and low-ability groups based on Scholastic Aptitude Test (SAT) and American College Testing Assessment (ACT) scores. Four versions of a computer-delivered program on competency-based instruction were created by crossing the two control conditions (learner control, program control) with the two program modes (full, lean). Subjects in the full-program control group were required to complete all questions. Subjects in the full-learner control group were presented with the entire set of questions, but given choices of how many and which questions they wished to complete. Subjects in the lean-program control group were given fewer questions than in the full program, and required to complete all. Subjects in the lean-learner control group were given options to complete fewer questions or to answer additional questions for further practice. Results include: (1) subjects in the full program scored significantly higher on the posttest than those in the lean program; (2) higher-ability students scored significantly higher than lower-ability students; (3) learner-control subjects chose to view 68% of the optional screens in the full program but only 35% in the lean program; (4) subjects spent significantly more time on the full version; and (5) subjects had more favorable attitudes toward learner control than program control. Appendices include the "Teaching for Competence" instructional program and student posttest and attitude questionnaire. (Contains 30 references.) (SWC)

ED 408 936 IR 018 345

Elen, Jan; And Others
Homogeneity in Students' Conceptions about the Efficiency of Instructional Interventions: Origins and Consequences for Instructional Design.
PUB DATE- Mar 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; Educational Background; Foreign Countries; Higher Education; *Instructional Design; *Instructional Effectiveness; *Intervention; Learning Processes; *Metacognition; Self Motivation; *Student Attitudes; Student Surveys; Study Skills

Instructional metacognition refers both to conceptions of students about the contribution that instructional interventions can make to their learning, and to the impact of these conceptions on students' interpretation and use of instructional interventions. This study analyzes student conceptions of efficiency-related attributes of instructional

NOTE- 10p.; In: VΛ∷Λ nQ¼e∷∷: J ¼rneQ∷ t ard VΛ∷¼al LΛ∷eracQ. Selec∷ed ReadΛng∷ fr m the Ann¼al C nference f the In∷erna∷Λ nal VΛ∷¼al LΛ∷eracQ A∷∷ cΛa∷Λ n (28∷h, CheQenne, WQ mΛng, Oc∷ ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl¼∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - E al¼a∷Λ e/Fea∷ΛbΛlΛ∷Q (142),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- Ad er∷Λ∷Λng; *Ar∷ E¤pre∷∷Λ n; *Ar∷ Pr d¼c∷∷; C gnΛ∷Λ e Pr ce∷∷e∷; C mm¼nΛ∷Q C llege∷; Crea∷Λ e Ac∷Λ Λ∷Λe∷; Freehand DraÑΛng; In∷ellec∷¼al De el pmen∷; T Year C llege S∷¼den∷∷; T Year C llege∷; *VΛ∷¼al LearnΛng; *VΛ∷¼al LΛ∷eracQ
IDENTIFIERS- *VΛ∷¼al Repre∷en∷a∷Λ n

Al∷h ¼gh manQ s∷¼den∷∷ sΛmplQ d n ∷ vΛ∷¼alΛΛe r draÑ verQ ell, m ∷∷ s∷¼den∷∷ ha e capabΛlΛ∷Λe∷ and p ∷en∷Λal∷ tha∷ theQ, and perhap∷ theΛr pr fe∷∷ r∷, are erl kΛng. Once elemen∷arQ repre∷en∷a∷Λ n∷ are ma∷∷ered, i∷ maQ be tha∷ dra Λng bec me∷ pr gre∷∷Λ elQ le∷∷ f a learnΛng t l a∷ ne m e∷ thr ¼gh the ed¼ca∷Λ nal sQ∷∷em. B¼∷ there i∷ e Λdence t s¼gge∷∷ tha∷ th ∷e earlΛe∷∷ chΛldh d e¤perΛence∷ Λ∷h dra Λng are be∷∷er re∷aΛned than i∷ generallQ th ¼gh∷. In a f rmal e¤perΛmen∷, 234 p ∷∷∷ec ndarQ le el fre∷hmen and s ph m re s∷¼den∷∷ in EnglΛ∷h c mp ∷Λ∷Λ n c ¼r∷e∷ in a large me∷r p lΛ∷an c mm¼nΛ∷Q c llege par∷ΛcΛpa∷ed in a s∷¼dQ in hΛch theQ ere a∷ked t read a leng∷hQ ar∷ hΛ∷∷ rQ pa∷∷age hΛch a∷ acc mpanΛed bQ ph ∷ graph∷ and ill¼∷∷ra∷Λ n∷. S∷¼den∷∷ ere then gΛ en tΛme t draÑ ha∷ theQ had seen and remembered ab ¼∷ the te∷∷ and pΛc∷¼re∷. O er 90% f the s¼bjec∷∷ pr Λded u∷able dra Λng∷ tha∷ reflec∷ed theΛr acc¼ra∷e recall f the t pΛc. In term∷ f ad er∷Λ∷Λng, vΛ∷¼al∷ ha e been th ¼gh∷ t ac∷ eΛ∷her t re∷rΛe e mem rΛe∷ a∷∷ cΛa∷ed Λ∷h brand∷ r a∷ mnem nΛc de Λce∷. S∷¼den∷ par∷ΛcΛpa∷Λ n in the pr ce∷∷Λng f c mple¤ sQmb lΛc vΛ∷¼al ma∷erΛal∷ req¼Λre∷ c gnΛ∷Λ e par∷ΛcΛpa∷Λ n and the relΛance n learnΛng. Wha∷ i∷ e Λden∷ i∷ tha∷ the∷e s∷¼den∷∷ are n ∷ j¼∷∷ seeΛng, b¼∷ theQ ha e learned h t see and ha∷ t see t varΛ ¼∷ degree∷ f e¤per∷Λ∷e and preference. The de el pmen∷ f percep∷¼al and c gnΛ∷Λ e skΛll∷ tha∷ enhance s∷¼den∷∷' abΛlΛ∷Q t crΛ∷ΛcallQ e¤amΛne vΛ∷¼al inf rma∷Λ n i∷ a r∷hQ g al f r ed¼ca∷ r∷. (C n∷aΛn∷ 15 reference∷.) (AEF)

ED 408 953 IR 018 366

SΛmp∷ n, TΛm ∷hQ J.
TrΛ-C dΛng f Inf rma∷Λ n.
PUB DATE- Jan 97
NOTE- 10p.; In: VΛ∷Λ nQ¼e∷∷: J ¼rneQ∷ t ard VΛ∷¼al LΛ∷eracQ. Selec∷ed ReadΛng∷ fr m the Ann¼al C nference f the In∷erna∷Λ nal VΛ∷¼al LΛ∷eracQ A∷∷ cΛa∷Λ n (28∷h, CheQenne, WQ mΛng, Oc∷ ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl¼∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - Re∷earch/TechnΛcal (143),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- A¼dΛence Re∷p n∷e; A¼dΛ ∷ape Rec rdΛng∷; *Beha Λ r; *C gnΛ∷Λ e Pr ce∷∷e∷; *Em ∷Λ nal Re∷p n∷e; E¤perΛence; *IndΛ Λd¼al CharacΛ∷erΛ∷∷Λc∷; *Inf rma∷Λ n Pr ce∷∷Λng; RadΛ ; *VΛ∷¼al S∷Λm¼lΛ
IDENTIFIERS- D¼al C dΛng The rQ; *Ne¼r lΛng¼Λ∷∷Λc Pr grammΛng

PaΛ Λ '∷ D¼al C dΛng The rQ ha∷ receΛ ed Λde∷pread rec gnΛ∷Λ n f r i∷∷ c nnec∷Λ n be∷ een vΛ∷¼al and a¼ral channel∷ f in∷ernal inf rma∷Λ n pr ce∷∷Λng. The u∷e f nlQ t channel∷, h e er, cann ∷ sa∷Λ∷fac∷ rΛlQ e¤plaΛn the effec∷∷ Λ∷ne∷∷ed e erQ daQ. ThΛ∷ paper pre∷en∷∷ a s∷¼dQ s¼gge∷∷Λng the pre∷ence a thΛrd, kΛne∷∷he∷Λc channel, c¼rren∷lQ u∷ed bQ Ne¼r lΛng¼Λ∷∷Λc

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Archives; Comparative Analysis; *Correlation; Critical Viewing; Data Interpretation; *Geographic Location; Geography; Government Role; Higher Education; *History; Intellectual Disciplines; *Maps; Program Development; Visual Aids; *Visual Literacy
IDENTIFIERS- *Geographic Information Systems; *Time Oriented Data

This paper presents findings from an historical investigation of visual literacy, a unique aspect being that the approach relied on the marriage of two disciplines--geography and history--which study change over time. Maps and their interpretation of data by cartographers tend to provide a foundational context that can illuminate past and present and establish connections between them. In this case, using a variety of sources, researchers mapped historical aspects of visual literacy with a geographic information system (GIS). Discussion and figures explore: (1) a time line of seminal works in critical viewing, the psychology of art, and visual literacy; (2) the acquisition and organization of the correspondence of Dr. Henry Ray, an important figure in the field, by Kent State University (location of his correspondents indicates pockets of interest in visual literacy); (3) government funding for educational programs in visual literacy; (4) media presentation efforts; and (5) visual literacy education efforts in non-school settings like museums and libraries. By overlaying a map depicting one data source with a map depicting another data source, relationships between the two data sources become more apparent than if the two data sources were described solely in a written format. (Contains 25 references.) (AEF/BEW)

ED 408 971 IR 018 384

Burton, Terry
Visual Literacy and Just-In-Time-Training: Enabling Learners through Technology.
PUB DATE- Jan 97
NOTE- 8p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); *Computer Assisted Instruction; Computer Graphics; Computer Software Selection; Computer System Design; Courseware; Delivery Systems; Educational Needs; Engineering Drawing; Higher Education; *Instructional Design; Instructional Development; Instructional Materials; Internet; *Systems Approach; Visual Learning; *Visual Literacy; *World Wide Web
IDENTIFIERS- *Course Development; *Just in Time Systems; Purdue University IN; Technology Integration

Quality education is often impeded by lack of instructor time and by a failure to provide instruction that is individualized and at the point of need. Integration technology into course development can alleviate these problems, but only if the technology is easy to learn and supports a systems approach. In implementing a Web-based Technical Sketching course at Purdue University (Indiana), a systems approach was used to design, develop, and distribute the electronic course materials. The four-part systems model includes people, environment, processes, and technology. The first step is to identify the stepping into that new level of instructional design. Specifically the paper addresses some of the challenges and dilemmas faced by two instructional designers as they incorporated visual imagery and audio components into the design of two distinct interactive multimedia products. Each product was designed as a professional development seminar, or series of seminars, for preservice teachers and for practicing social workers. The two multimedia products contain visual text, still images, still and animated graphics, sound, and full-motion video vignettes contained on a laser video disc or CD-ROM. Both design teams followed some common theoretical elements of interactive system design, yet both broke new ground in developing a product best suited to their given audience and instructional needs. Success of any product's effectiveness is affected by the learners' acceptance or attitude toward the product, the product's match with learners' technical and content needs and the product's ability to be used within a given environment. Suggestions for developing a framework to guide future instructional designs are provided according to the following: (1) how to structure the visual elements; (2) proper uses of visual metaphors; (3) formidable questions inherent in the presentation of the images; (4) when design should supersede content; (5) the importance of the designer's familiarity with new models of instruction and learning theory; (6) the theoretical elements appropriate for the graphical user interface; (7) assuring that the images, language, and content accurately represent the cultural and gender variables; (8) how to evaluate visual elements; and (9) how formative and summative evaluation should occur. (AEF)

ED 408 990 IR 018 403

Clark, Barbara I.; And Others
Creating Web Pages: Is Anyone Considering Visual Literacy
PUB DATE- Jan 97
NOTE- 9p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; Design Requirements; Elementary Secondary Education; *Evaluation Criteria; Higher Education; Information Sources; Instructional Materials; Nonprint Media; Printed Materials; Publications; *Screen Design (Computers); *Visual Literacy; *World Wide Web
IDENTIFIERS- *Web Pages

The purpose of this study was: (1) to look at the design, aesthetics, and functionality of educational and noneducational Web pages from the perspective of visual literacy; and (2) to evaluate printed and online materials that are used as resources by professionals and nonprofessionals to create these Web pages. These "how to" manuals were evaluated for their discussion of good screen design, the use of graphics and icons as communication, backgrounds, hypertext, linking, and overall understanding of publishing on the World Wide Web. The Web pages were divided into major categories and subcategories. The educational categories included K-12 schools and colleges/universities, and the noneducation categories included commercial, publications and communications, informational and cultural, and personal Web pages. Two evaluation instruments were developed: one contained 21 questions for evaluating

EDRS PrΛce- D cĶmen∷ N ∷ A aΛlable fr m EDRS.
PUB TYPE- B k∷ (010),C llec∷ed W rk∷ - Pr ceedΛng∷ (021)
DESCRIPTORS- *Acce∷∷ t Inf rma∷Λ n; C mpĶ∷er GraphΛc∷; C mpĶ∷er MedΛa∷ed C mmĶnΛca∷Λ n; *Elec∷r nΛc LΛbrarΛe∷; Elec∷r nΛc PĶblΛ∷hΛng; *Elec∷r nΛc Te∷∷; *Inf rma∷Λ n Re∷rΛe al; In∷elleo∷Ķal Pr per∷Q; LΛbrarQ AĶ∷ ma∷Λ n; *LΛbrarQ C llec∷Λ n De el pmen∷; LΛbrarQ R le; LΛbrarQ Ser Λce∷; MĶl∷ΛmedΛa Ma∷erΛal∷; N nprΛn∷ MedΛa; OnlΛne SQ∷∷em∷; Techn l gΛcal Ad ancemen∷; U∷er Need∷ (Inf rma∷Λ n); VΛ∷Ķal AΛd∷
IDENTIFIERS- *DΛgΛ∷al ImagerQ; VΛ∷Ķal ImagerQ

Recen∷ techn l gΛcal ad ance∷ in c mpĶ∷Λng and dΛgΛ∷al imagΛng techn l gQ ha e had immedΛa∷e and permanen∷ c n∷eqĶence∷ f r vΛ∷Ķal re∷ Ķrce c llec∷Λ n∷. LΛbrarΛe∷ are in l ed in rganΛΛΛng and managΛng large vΛ∷Ķal re∷ Ķrce c llec∷Λ n∷. The cen∷ral challenge∷ in   rkΛng Λ∷h dΛgΛ∷al image c llec∷Λ n∷ mΛrr r th ∷e tha∷ lΛbrarΛe∷ ha e s Ķgh∷ t addre∷∷ f r cen∷ĶrΛe∷: h   t   rganΛΛe, pr Λde acce∷∷ t , ∷∷ re, and pr ∷ec∷ the c llec∷Λ n∷ t mee∷ u∷er need∷ a∷ a rea∷ nable c ∷∷. The paper∷ tha∷ c mrpΛ∷e thΛ∷ b k addre∷∷ the∷e challenge∷: (1) "Image Da∷aba∷e∷: The FΛr∷∷ Decade, the Pre∷en∷, and the FĶ∷Ķre" (H ard Be∷∷er); (2) "E∷pl rΛng Neñ M del∷ f r AdmΛnΛ∷∷erΛng In∷ellec∷Ķal Pr per∷Q: The MĶ∷eĶm EdĶca∷Λ nal SΛ∷e LΛcen∷Λng Pr jec∷" (JennΛfer Tran∷); (3) "The BΛg PΛc∷Ķre: Selec∷Λ n and De∷Λgn I∷∷Ķe∷ f r Image Inf rma∷Λ n SQ∷∷em∷" (L Λ∷ F. LĶnΛn); (4) "C n∷en∷-Ba∷ed Image M delΛng and Re∷rΛe al" (RajΛ Mehr ∷ra); (5) "VΛ∷Ķal Inf rma∷Λ n Re∷rΛe al in DΛgΛ∷al LΛbrarΛe∷" (Rame∷h JaΛn); (6) "EffΛcΛen∷ TechnΛqĶe∷ f r Fea∷Ķre-Ba∷ed Image/VΛde Acce∷∷ and ManΛpĶla∷Λ n" (ShΛh-FĶ Chang, J hn R. SmΛ∷h, and JΛanha Meng); (7) "MĶl∷ΛmedΛa AnalQ∷Λ∷ and Re∷rΛe al SQ∷∷em (MARS) Pr jec∷" (T m HĶang, Sharad Mehr ∷ra, and Kannan Ramchandran; (8) "FΛndΛng PΛc∷Ķre∷ f Objec∷∷ in Large C llec∷Λ n∷ f Image∷" (Da Λd A. F r∷Q∷h and ∷her∷); (9) "U∷Λng Speech InpĶ∷ f r Image In∷erpre∷a∷Λ n, Ann ∷a∷Λ n, and Re∷rΛe al" (R hΛnΛ K. SrΛharΛ); and (10) "Pre∷er Λng the Pa∷∷: The De el pmen∷ f a DΛgΛ∷al HΛ∷∷ rΛcal AerΛal Ph ∷ graphQ ArchΛ e" (D nald E. LĶman). C n∷aΛn∷ a brΛef de∷crΛp∷Λ n f each c n∷rΛbĶ∷ r and an inde∷. (SWC)

ED 409 008   IR 056 399

MacD nald, Randall M.
The In∷erne∷ and the Sch l LΛbrarQ MedΛa SpecΛalΛ∷∷: Tran∷f rmΛng TradΛ∷Λ nal Ser Λce∷. Green   d Pr fe∷∷Λ nal GĶΛde∷ in Sch l LΛbrarΛan∷hΛp.
PUB DATE- 97
NOTE- 208p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- D cĶmen∷ N ∷ A aΛlable fr m EDRS.
PUB TYPE- B k∷ (010),GĶΛde∷/Me∷h d∷/TechnΛqĶe∷ (F r Prac∷Λ∷Λ ner∷) - N n-Cla∷∷r m U∷e (F r AdmΛnΛ∷∷ra∷Λ e and SĶpp r∷ S∷aff, and f r Teacher∷, Paren∷∷, ClergQ, e∷c. in N n-Cla∷∷r m sΛ∷Ķa∷Λ n∷) (055)
DESCRIPTORS- Acce∷∷ t Inf rma∷Λ n; C mpĶ∷er U∷e∷ in EdĶca∷Λ n; EdĶca∷Λ nal Techn l gQ; Elemen∷arQ Sec ndarQ EdĶca∷Λ n; Inf rma∷Λ n P lΛcQ; Inf rma∷Λ n SeekΛng; *Inf rma∷Λ n SkΛll∷; Inf rma∷Λ n S Ķrce∷; In∷er Λce EdĶca∷Λ n; In∷∷rĶc∷Λ nal Ma∷erΛal E alĶa∷Λ n; *In∷erne∷; LearnΛng Re∷ Ķrce∷ Cen∷er∷; LΛbrarΛan Teacher C pera∷Λ n; LΛbrarQ In∷∷rĶc∷Λ n; *MedΛa SpecΛalΛ∷∷∷; MĶl∷ΛmedΛa In∷∷rĶc∷Λ n; *OnlΛne SearchΛng; OnlΛne SQ∷∷em∷; *Sch l LΛbrarΛe∷; U∷er Need∷ (Inf rma∷Λ n); W rld WΛde Web
IDENTIFIERS- LΛ∷∷∷er ∷; OnlΛne U∷er Gr Ķp∷; *Techn l gQ In∷egra∷Λ n

ThΛ∷ s∷ep-bQ-∷∷ep gĶΛde in∷r dĶce∷ sch l lΛbrarQ medΛa in::::Λ::%::Λ n::, 50 re::p nded. FΛf::Q-::Λ:: percen:: f re::p nden:::: ha e a f rmal lΛbrarQ pr gram in place, and the remaΛnΛng are plannΛng s%ch a pr gram. M ::: lΛbrarΛe:: (73%) ha e a b%dge:: f r s::aff traΛnΛng and de el pmen::. Al::h %gh the sΛΛe f thΛ:: b%dge:: varΛe:: fr m Qear t Qear, m ::: re::p nden:::: (36%) receΛ e m re than $25,000. S me lΛbrarΛe:: ha e n s::aff de el pmen:: pr gram a:: all. PrΛmarQ re::p n::ΛbΛlΛ::Q f r s::aff traΛnΛng and de el pmen:: re:::: m re freq%en::lQ Λ::h a c mmΛ:::ee (38%) and le:::: Λ::h the LΛbrarQ Per:: nnel Depar::men:: (26%), r the S::aff De el pmen:: C rdΛna:: r (24%). ThΛr::Q-::e en percen:: f ARL lΛbrarΛe:: ha e pr gram:: tha:: ere e:::ablΛ::hed m re than 10 Qear:: ag , hΛle 27% f re::p nden:::: ha e rela::Λ elQ ne pr gram:: (1-3 Qear::); ARL lΛbrarΛe:: spend m re tΛme plannΛng ver::%:: ac::%allQ delΛ erΛng s::aff de el pmen:: ac::Λ Λ::Λe::. ARL lΛbrarΛe:: pr Λde traΛnΛng in a Λde varΛe::Q f b ::h technΛcal and n n::echnΛcal area::. The m ::: freq%en::lQ u::ed f rma:::: are small gr %p dΛ::c%:::Λ n:: and n-::Λ::e rk::h p:: (38 re::p n::e:: each). O::her p p%lar mean:: incl%de ff-::Λ::e rk::h p:: (35); vΛde ::ape:: and fΛlm:: (32); and lec::%re:: (31). LΛbrarΛan:: and member:: f the unΛ er::Λ::Q c mm%nΛ::Q m ::: freq%en::lQ delΛ er s::aff traΛnΛng and de el pmen:: (88% each), f ll ed bQ ::her lΛbrarQ s::aff and paΛd c n::%l::an:::: (80% each). S::aff i:: alm ::: al aQ:: the prΛmarQ targe:: a%dΛence (97%). WhΛle a:::endance a:: traΛnΛng i:: m :::lQ v l%n::arQ, i:: i:: s::r nglQ enc %raged. Par::ΛcΛpa::Λ n i:: c mp%l:: rQ m :::lQ f r fac%l::Q/lΛbrarΛan:: (34%), f ll ed bQ s::aff (28%). E al%a::Λ n f s::aff traΛnΛng and de el pmen:: pr gram:: i:: c nd%c::ed bQ all lΛbrarΛe:: thr %gh q%e:::Λ nnaΛre::; manQ u::e b::er a::Λ n:: (69%), indΛ Ad%al in::er Λe :: (65%), and gr %p in::er Λe :: (54%). The erall effec:: f s::aff traΛnΛng and de el pmen:: n empl Qee m rale appear:: t be verQ p ::Λ::Λ e. VerQ fe lΛbrarΛe:: c n::Λder the s::aff de el pmen:: pr gram t ha e made n n ::Λceable dΛfference t the s::aff r t ha e affec::ed them dΛ er::elQ. H e er, s me nega::Λ e i:::%e:: ere n ::ed. Be::Λde:: s%r eQ re::%l:::, the kΛ:: al:: incl%de:: s%pp r::Λng d c%men::a::Λ n fr m the s%r eQ and rela::ed ma::erΛal:: in the f rm f g%ΛdelΛne::, ann%al rep r:::, b%dge:::, traΛnΛng ac::Λ Λ::Λe::, c %r::e ca::al g::, e al%a::Λ n::, s::aff rec gnΛ::Λ n a ard::, and ne ::le:::er::. A lΛ::: f selec::ed readΛng ma::erΛal:: i:: al:: pr Λded. (AEF)

ED 409 026 JC 960 067

KnΛgh::, NancQ
The C mm%nΛ::Q C llege Fac%l::Q: The Keeper f the Tran::fer KeQ
PUB DATE- 96
NOTE- 110p.; Ph.D. dΛ:::er::a::Λ n, UnΛ er::Λ::Q f CalΛf rnΛa, L :: Angele::.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c%men:: N :: A aΛlable fr m EDRS.
PUB TYPE- DΛ:::er::a::Λ n::/The::e:: - D c:: ral DΛ:::er::a::Λ n:: (041),Te:::, Q%e:::Λ nnaΛre::, E al%a::Λ n In:::r%men:::: (160)
DESCRIPTORS- *C llege Fac%l::Q; *C llege Tran::fer S::%den:::; C mm%nΛ::Q C llege::; C mpara::Λ e AnalQ::Λ::; HΛgher Ed%ca::Λ n; PredΛc:: r VarΛable::; Q%e:::Λ nnaΛre::; *S::%den:: Charac::erΛ:::Λc::; *S::%den:: Ed%ca::Λ nal Objec::Λ e::; *Teacher Charac::erΛ:::Λc::; Teacher R le; T Year C llege S::%den:::; T Year C llege::
IDENTIFIERS- *Tran::fer Ra::e:: (C llege)

A s::%dQ a:: c nd%c::ed a:: 12 c mm%nΛ::Q c llege:: in 6 s::a::e:: t de::ermΛne the rela::Λ n::hΛp be:: een s::%den:: and fac%l::Q charac::erΛ:::Λc:: and the c llege::' tran::fer ra::e::. Tran::fer ra::e a:: defΛned a:: the percen::age f s::%den:::: Λ::h 12 r m re credΛ:::: h tran::ferred t an in-:::a::e in:::Λ::%::Λ n Λ::hΛn 4 Qear::, hΛle fΛndΛng:: ere c mpared f r 3 c llege:: Λ::h hΛgh tran::fer ra::e:: and 3 Λ::h l tran::fer ra::e::. Da::a n s::%den::::

category; part 8 reviews revenues, expenditures, and grants; and part 9 focuses on CACC facilities, including lists of buildings by campus and value and information on the college's Pioneer Village. Finally, part 10 summarizes nursing, adult, community, volunteer, and other federal programs and part 11 presents appendixes, including directories of the state Senate and House of Representatives and statewide educational statistics compared to the rest of the nation. (HAA)

ED 409 044 JC 970 358

Cunningham, Pearly
The Development of a Strategic Plan To Provide a Multimedia Electronic Engineering Technology Program at the Community College of Allegheny County.
PUB DATE- Mar 97
NOTE- 180p.; Ed.D. Applied Research Project, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *College Planning; Community Colleges; Computer Networks; Course Descriptions; *Curriculum Development; *Distance Education; *Electronics; *Engineering Education; Program Development; *Strategic Planning; Two Year Colleges
IDENTIFIERS- Community College of Allegheny County PA

A project was undertaken to develop a strategic plan to implement a multimedia electronic engineering technology (EET) program at Pennsylvania's Community College of Allegheny County. Specifically, the project sought to determine how electronic communication technologies could provide a virtual learning community for the program; appropriate plans for network communication, coordination between educational segments, and evaluation; and necessary changes in the program to adapt to the multimedia format. Data were collected from a literature review, interviews with program coordinators of existing EET distance learning programs and directors of computer centers, and a review of the necessary hardware and software for the project. In addition, advisory group meetings were held with industry representatives and educators to develop and review the plan. As a result of the process, requirements were developed regarding the classroom model, faculty training, hardware and software, and the laboratory component. Appendixes provide the college's mission statement, a campus location map, an organizational chart of college divisions, a list of related programs, the new EET curriculum, assessment and planning charts, the coordinator and director interview forms, a list of advisory members, course syllabi, and the completed strategic plan for distance learning in EET. Contains 184 references. (HAA)

ED 409 045 JC 970 360

Johnson, Mark
PTC 2005: Pulaski Technical College's Strategic Plan for Serving Central Arkansas.
PUB DATE- Apr 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description) (141)
DESCRIPTORS- Access to Education; *College Planning; Educational Quality; Educational Strategies; Institutional Mission; *Job

ba::Λc skΛll:: e¤clɄdΛng GAIN, Amne::::Q, and Amne::::Q and ba::Λc skΛll:: s::Ʉden::::); percen::age breakd n:: f annɄal FTES bQ the::e se en ca::eg rΛe::; annɄal FTES bQ daQ/e enΛng s::a::Ʉ::; and annɄal FTES bQ re::Λden::/n nre::Λden:: s::a::Ʉ::. Selec::ed da::a inclɄde the f ll Λng: (1) annɄal FTES in the dΛ::::rΛc:: decrea::ed fr m 71,466.33 in 1991-92 t 64,896.21 in 1994-95, and then r ::e slΛgh::lQ t 66,049.93 in 1995-96; (2) in 1995-96, credΛ:: eeklQ s::Ʉden:: c n::ac:: h Ʉr:: acc Ʉn::ed f r 82.93% f annɄal FTES, hΛle n ncredΛ:: s::Ʉden:::: acc Ʉn::ed f r 1.86%, GAIN s::Ʉden:::: acc Ʉn::ed f r 1.26%, and Amne::::Q s::Ʉden:::: acc Ʉn::ed f r 0.7%; and (3) in 1995-96, 42,560.46 f the annɄal FTES dΛ::::rΛc::ÑΛde ere daQ s::Ʉden:::: and 2,137.44 ere n nre::Λden::::, the l e:::: nɄmber f n nre::Λden:: FTES f r the 5-Qear perΛ d s::ɄdΛed. (HAA)

ED 409 063 JC 970 380

KellQ, De¤::er; And O::her::
AnnɄal Inf rma::Λ n DΛge::::, L :: Angele:: C mmɄnΛ::Q C llege::, 1995-1997.
PUB DATE- JɄn 97
NOTE- 120p.; F r the 1992-94 rep r::, see ED 375 890.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC05 PlɄ:: P ::::age.
PUB TYPE- NɄmerΛcal/QɄan::Λ::a::Λ e Da::a (110),Rep r:::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141)
DESCRIPTORS- *AcademΛc AchΛe emen::; C llege Tran::fer S::Ʉden::::; C mmɄnΛ::Q C llege::; *EdɄca::Λ nal FΛnance; *Enr llmen:: Trend::; *In::::Λ::Ʉ::Λ nal Charac::erΛ::::Λc::; MΛn rΛ::Q Gr Ʉp::; MɄl::ΛcampɄ:: DΛ::::rΛc::::; Sch l Dem graphQ; Sch l DΛ::::rΛc:: SpendΛng; *Sch l Per:: nnel; *S::Ʉden:: Charac::erΛ::::Λc::; Table:: (Da::a); T Year C llege S::Ʉden::::; T Year C llege::
IDENTIFIERS- *L :: Angele:: C mmɄnΛ::Q C llege DΛ::::rΛc:: CA

Pr ΛdΛng hΛ:::: rΛcal da::a up t 1996-97 n the nΛne c llege:: in the L :: Angele:: C mmɄnΛ::Q C llege DΛ::::rΛc:: (LACCD), thΛ:: s::a::Λ::::Λcal dΛge:::: pre::en:::: table:: and graph:: n s::Ʉden:: charac::erΛ::::Λc::, enr llmen:: trend::, in::::rɄc::Λ nal pr gram::, s::Ʉden:: perf rmance and ar::ΛcɄla::Λ n, specΛal ser Λce::, and fΛ::cal and per:: nnel re:: Ʉrce::. Selec::ed dΛ::::rΛc:: fΛndΛng:: inclɄde the f ll Λng: (1) af::er declΛnΛng ::eadΛlQ be:: een 1991 and 1995, dΛ::::rΛc:: enr llmen:: increa::ed slΛgh::lQ in fall 1996 t 98,645; (2) the percen::age f female s::Ʉden:::: increa::ed ::eadΛlQ fr m 44% in 1972 t 57.9% in 1996; (3) in 1996, 40,999 s::Ʉden:::: ere HΛ::panΛc, 22,186 ere WhΛ::e, 17,333 ere Black, and 14,859 ere A::Λan; (4) be:: een 1975 and 1985, dΛ::::rΛc:: eeklQ s::Ʉden:: c n::ac:: h Ʉr:: underÑen:: a 40% declΛne and, af::er a par::Λal rec erQ bQ 1991, agaΛn declΛned be:: een 1991 and 1996; (5) b ::h daQ and e enΛng Λ::hΛn-cla:::: re::en::Λ n ra::e:: dΛ::::rΛc:: Λde ere 76%, varQΛng lΛ::::le sΛnce the mΛd-1980::; (6) in 1995-96, 4,560 a:::: cΛa::e degree:: and 1,439 cer::ΛfΛca::e:: ere a arded; (7) the nɄmber f dΛ::abled s::Ʉden:::: ser ed increa::ed f ll Λng 1990 federal legΛ::la::Λ n n handΛcapped acce::::, Λ::h 5,040 dΛ::abled s::Ʉden:::: beΛng ser ed in 1995-96; and (8) dΛ::::rΛc:: general fɄnd inc me in 1995-96 a:: 23% l er than the 1979-80 le el in c n::::an:: d llar::. InclɄde:: a dΛ::::rΛc:: map and a gl ::::arQ f term::. (HAA)

ED 409 064 JC 970 381

Fen::er, Glen F.; And O::her::
Ma¤ΛmΛΛΛng the C n::Ʉl::an:: C mp nen:: f E alɄa::Λ n VΛ::Λ:::: f r CandΛdacQ In::::Λ::Ʉ::Λ n::.
PUB DATE- Apr 97
NOTE- 6p.; Paper pre::en::ed a:: the AnnɄal C nference f the N r::h Cen::ral A:::: cΛa::Λ n f C llege:: and Sch l:: (102nd, ChΛcag ,

i∷∷¥e beca¥∷e f s me∷hΛng theQ sa n TV. FΛnallQ, three-q¥ar∷er∷ agree Λ∷h the c ncep∷ f the famΛlQ h ¥r, and 72 percen∷ saQ there are n ∷ en ¥gh sh ∷ n tele Λ∷Λ n appr prΛa∷e f r theΛr chΛld. (Pre∷en∷∷ each s¥r eQ q¥e∷∷Λ n and i∷∷ re∷¥l∷∷.) (EV)

ED 409 082 PS 025 013

The FamΛlQ H ¥r F c¥∷ Gr ¥p∷: ChΛldren'∷ Re∷p n∷e∷ t Se¤¥al C n∷en∷ n TV and TheΛr Paren∷∷' Reac∷Λ n∷.
PUB DATE- 11 Dec 96
NOTE- 19p.; F r rela∷ed d c¥men∷∷, see PS 025 011-014.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl¥∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - Re∷earch/TechnΛcal (143)
DESCRIPTORS- *ChΛldh d A∷∷Λ∷¥de∷; ChΛldren; F c¥∷ Gr ¥p∷; Ma∷∷ MedΛa Effec∷∷; Paren∷ A∷∷Λ∷¥de∷; *Pr grammΛng (Br adca∷∷); *Se¤¥alΛ∷Q; *Tele Λ∷Λ n; Tele Λ∷Λ n Re∷earch; Tele Λ∷Λ n VΛe Λng
IDENTIFIERS- *FamΛlQ H ¥r (Tele Λ∷Λ n); Tele Λ∷Λ n Ne∷ rk∷

WΛ∷h regard t se¤¥al c n∷en∷, an arg¥men∷ Λ∷ f∷en made tha∷ se¤¥al j ke∷, Λnn¥end e∷, and beha Λ r n tele Λ∷Λ n "g er kΛd∷' head∷." T addre∷∷ thΛ∷ i∷∷¥e, f c¥∷ gr ¥p∷ ere c nd¥c∷ed Λ∷h chΛldren be∷ een the age∷ f 8 and 13. ChΛldren vΛe ed a tape f a selec∷Λ n f clΛp∷ c n∷aΛnΛng se¤¥al c n∷en∷ fr m pr gram∷ aΛred in 1996 d¥rΛng the famΛlQ h ¥r. The chΛldren ere separa∷ed bQ gender and age gr ¥p∷. In s me in∷∷ance∷, paren∷∷ a∷ched theΛr chΛld'∷ f c¥∷ gr ¥p and par∷ΛcΛpa∷ed in a f c¥∷ gr ¥p f theΛr n. Re∷¥l∷∷ sh ed tha∷: (1) chΛldren generallQ under∷∷ d se¤¥al c n∷en∷ in the sh e¤cerp∷∷; (2) theQ under∷∷ d and saΛd theQ lΛked be∷∷ the sh ∷ tha∷ c mm¥nΛca∷ed clear, pr ∷ cΛal me∷∷age∷ ab ¥∷ se¤¥al i∷∷¥e∷; (3) sh ∷ Λ∷h mΛ¤ed me∷∷age∷ ab ¥∷ se¤¥al i∷∷¥e∷ f∷en lef∷ the chΛldren Λ∷h c nf¥∷ed me∷∷age∷ them∷el e∷; (4) chΛldren t k a aQ me∷∷age∷ ab ¥∷ se¤ e en fr m sh ∷ hΛch ere n ∷ p¥rp ∷elQ pr jec∷Λng me∷∷age∷ ab ¥∷ se¤¥al beha Λ r∷, b¥∷ hΛch incl¥ded se¤¥al reference∷ r depΛc∷Λ n∷; (5) chΛldren brΛng dΛfferen∷ under∷∷andΛng∷ and a∷∷Λ∷¥de∷ ab ¥∷ se¤¥al i∷∷¥e∷ t theΛr vΛe Λng hΛch maQ ca¥∷e dΛfferen∷ in∷erpre∷a∷Λ n∷; (6) m ∷∷ f the chΛldren, e∷pecΛallQ the Q ¥nger ne∷, ere made m ∷∷ b Λ ¥∷lQ unc mf r∷able Λ∷h the vΛ∷¥al p r∷raQal∷ f se¤¥al scene∷; (7) s me paren∷∷ ere una are f h m¥ch se¤¥al c n∷en∷ there a∷ n tele Λ∷Λ n theΛr chΛldren a∷ched, and h m¥ch theΛr chΛldren under∷∷ d; (8) paren∷∷ e¤pre∷∷ed c ncern ab ¥∷ s me f the se¤¥al me∷∷age∷ n tele Λ∷Λ n (9) s me paren∷∷ saQ tele Λ∷Λ n help∷ them br ach imp r∷an∷ i∷∷¥e∷, lΛke se¤, Λ∷h theΛr chΛldren; and (10) paren∷∷ saQ theQ realΛΛe tha∷ theQ need t fΛnd ¥∷ m re ab ¥∷ ha∷ theΛr chΛldren are a∷chΛng, and make s¥re theQ are talkΛng Λ∷h them ab ¥∷ ha∷ theQ see n tele Λ∷Λ n. (EV)

ED 409 083 PS 025 014

Se¤, KΛd∷ and the FamΛlQ H ¥r: A Three-Par∷ S∷¥dQ f Se¤¥al C n∷en∷ n Tele Λ∷Λ n. A SpecΛal Rep r∷ fr m ChΛldren N and the KaΛ∷er FamΛlQ F ¥nda∷Λ n.
PUB DATE- 96
NOTE- 15p.; F r rela∷ed d c¥men∷∷, see PS 025 011-013.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl¥∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - Re∷earch/TechnΛcal (143)
DESCRIPTORS- ChΛldh d A∷∷Λ∷¥de∷; ChΛldren; C n∷en∷ AnalQ∷Λ∷; F c¥∷ Gr ¥p∷; Ma∷∷ MedΛa Effec∷∷; Paren∷ A∷∷Λ∷¥de∷; *Pr grammΛng (Br adca∷∷); *Se¤¥alΛ∷Q; *Tele Λ∷Λ n; Tele Λ∷Λ n Re∷earch; Tele Λ∷Λ n S¥r eQ∷; Tele Λ∷Λ n VΛe Λng

Pr blem S l Λng; S⁑¥den⁑ Leader⁑hΛp; Y ¥⁑h Leader⁑
IDENTIFIERS- Charac⁑er De el pmen⁑; Charac⁑er Ed¥ca⁑Λ n; *Charac⁑er Ed¥ca⁑Λ n Pr gram; *Leader⁑hΛp De el pmen⁑ Pr gram; Leader⁑hΛp Effec⁑Λ ene⁑⁑; MΛddle Sch l S⁑¥den⁑⁑

ThΛ⁑ c¥rrΛc¥l¥m Λ⁑ de⁑Λgned t increa⁑e mΛddle le el s⁑¥den⁑⁑' under⁑⁑andΛng f p ⁑Λ⁑Λ e leader⁑hΛp thr ¥gh e⁑hΛcal decΛ⁑Λ n makΛng, and t help them applQ kn ledge learned t realΛ⁑⁑Λc sΛ⁑¥a⁑Λ n⁑. The pr gram bjec⁑Λ e⁑ are t : (1) pr Λde s⁑¥den⁑⁑ Λ⁑h an under⁑⁑andΛng f the charac⁑erΛ⁑⁑Λc⁑ needed f r p ⁑Λ⁑Λ e leader⁑hΛp; (2) pr Λde par⁑ΛcΛpan⁑⁑ Λ⁑h a sQ⁑⁑em f prΛncΛple⁑ ba⁑ed n val¥e⁑ and e⁑hΛc⁑ tha⁑ pr m ⁑e p ⁑Λ⁑Λ e leader⁑hΛp; (3) pr Λde par⁑ΛcΛpan⁑⁑ Λ⁑h defΛnΛ⁑Λ n⁑ f val¥e⁑ and e⁑hΛc⁑; (4) de el p an under⁑⁑andΛng f h val¥e⁑ and e⁑hΛc⁑ are acq¥Λred; (5) de el p a per⁑ nal and sch l/c mm¥nΛ⁑Q creed; (6) pr Λde par⁑ΛcΛpan⁑⁑ Λ⁑h a pr ce⁑⁑ f r makΛng e⁑hΛcal decΛ⁑Λ n⁑; (7) pr Λde par⁑ΛcΛpan⁑⁑ Λ⁑h the pp r⁑¥nΛ⁑Q t e⁑pl re the applΛca⁑Λ n f e⁑hΛcal val¥e⁑ t sch l and s cΛe⁑Q; and (8) de el p an under⁑⁑andΛng f the rela⁑Λ n⁑hΛp be⁑ een val¥e⁑ and e⁑hΛc⁑ and leader⁑hΛp. FΛf⁑een cla⁑⁑ perΛ d unΛ⁑⁑ are pr Λded hΛch c mbΛne c gnΛ⁑Λ e learnΛng, Λn⁑erac⁑Λ e e⁑ercΛ⁑e⁑, and small gr ¥p dΛ⁑c¥⁑⁑Λ n⁑. The unΛ⁑⁑ addre⁑⁑: (1) p ⁑Λ⁑Λ e leader⁑hΛp charac⁑erΛ⁑⁑Λc⁑; (2) ch Λce⁑ and val¥e⁑; (3) h and hen val¥e⁑ are acq¥Λred; (4) c mm¥nΛ⁑Q s cΛal val¥e⁑; (5) makΛng g d ch Λce⁑; (6) gr ¥p dΛlemma; (7) ΛndΛ Λd¥al gr ¥p dΛlemma; (8) small gr ¥p dΛlemma rep r⁑⁑; (9) leader⁑hΛp lΛcen⁑e; (10) f ll -¥p⁑; and (11) e al¥a⁑Λ n. Each unΛ⁑ Λncl¥de⁑ specΛfΛc ac⁑Λ Λ⁑Λe⁑, bjec⁑Λ e⁑, ma⁑erΛal⁑ lΛ⁑⁑⁑, pr ce⁑⁑ g¥ΛdelΛne⁑, and s⁑¥den⁑ a⁑⁑Λgnmen⁑⁑. Ele en s⁑¥den⁑ hand ¥⁑⁑ are al⁑ Λncl¥ded. (SD)

ED 409 102 PS 025 558

Lee-BlΛck⁑⁑ead, Mar⁑ha
EnhancΛng the FamΛlQ S¥pp r⁑ C mp nen⁑ f a FamΛlQ DaQ Care AgencQ.
PUB DATE- 96
NOTE- 140p.; Prac⁑Λc¥m rep r⁑, N a S ¥⁑hea⁑⁑ern UnΛ er⁑Λ⁑Q.
LANGUAGE- EnglΛ⁑h
EDRS PrΛce- MF01/PC06 Pl¥⁑ P ⁑⁑age.
PUB TYPE- DΛ⁑⁑er⁑a⁑Λ n⁑/The⁑e⁑ - Prac⁑Λc¥m Paper⁑ (043)
DESCRIPTORS- ChΛld CaregΛ er⁑; *DaQ Care Cen⁑er⁑; DelΛ erQ SQ⁑⁑em⁑; EarlQ ChΛldh d Ed¥ca⁑Λ n; *FamΛlQ DaQ Care; *FamΛlQ Sch l Rela⁑Λ n⁑hΛp; F reΛgn C ¥n⁑rΛe⁑; OrganΛΛa⁑Λ nal Change; Paren⁑ Par⁑ΛcΛpa⁑Λ n; Paren⁑ Sch l Rela⁑Λ n⁑hΛp; Paren⁑ Teacher C pera⁑Λ n; SkΛll De el pmen⁑; *S⁑aff De el pmen⁑; The rQ Prac⁑Λce Rela⁑Λ n⁑hΛp; TraΛnΛng Me⁑h d⁑; TraΛnΛng Objec⁑Λ e⁑
IDENTIFIERS- Canada; *FamΛlQ DaQ Care Pr Λder⁑; *FamΛlQ S¥pp r⁑

A prac⁑Λc¥m a⁑ a lΛcen⁑ed, n n-pr fΛ⁑ famΛlQ daQ care agencQ Λn Canada ser Λng er 4,000 chΛldren and theΛr famΛlΛe⁑ a⁑ de⁑Λgned t a⁑⁑Λ⁑⁑ Λn clarΛfQΛng the meanΛng f famΛlQ s¥pp r⁑ and famΛlQ-cen⁑ered chΛld care. The prac⁑Λc¥m a⁑ de el ped t a⁑⁑Λ⁑⁑ the agencQ Λn m Λng t ard⁑ pera⁑Λ nalΛΛΛng Λ⁑⁑ c mmΛ⁑men⁑ t pr Λde p⁑Λmal famΛlQ s¥pp r⁑ t famΛlΛe⁑ receΛ Λng Λ⁑⁑ daQ care. In⁑er Λe ⁑ Λ⁑h s⁑aff had c nfΛrmed tha⁑ there a⁑ c nf¥⁑Λ n regardΛng the defΛnΛ⁑Λ n and applΛca⁑Λ n f famΛlQ s¥pp r⁑. The s l¥⁑Λ n s⁑ra⁑egQ Λncl¥ded Λn⁑en⁑Λ e rk n a sh r⁑-⁑erm ba⁑Λ⁑ Λ⁑h t agencQ s⁑aff gr ¥p⁑. The de el pmen⁑ f a rkΛng kn ledge f famΛlQ s¥pp r⁑ phΛl ⁑ phQ, prΛncΛple⁑, prac⁑Λce⁑, and appr ache⁑ a⁑ empha⁑ΛΛed. There a⁑ al⁑ rk t de el p famΛlQ s¥pp r⁑ "champΛ n⁑" h ere e⁑pec⁑ed t pr Λde leader⁑hΛp t theΛr c lleag¥e⁑. A pre⁑e⁑⁑-p ⁑⁑⁑e⁑⁑ e al¥a⁑Λ n sh ed tha⁑ the prac⁑Λc¥m Λn⁑er en⁑Λ n effec⁑Λ elQ Λncrea⁑ed par⁑ΛcΛpan⁑⁑'

Elementary School Students; *Friendship; Intermediate Grades; *Interpersonal Competence; Objectives; Peer Relationship; Sex Differences; Social Cognition
IDENTIFIERS- Strategy Choice

Although many studies have examined the competencies associated with being well-liked by the peer group, far less is known about the competencies children need in order to make and maintain good quality friendships. This study addressed friendship tasks, investigating 5 of 10 previously hypothesized competencies necessary to make and maintain good friendships: managing disagreements, being a reliable partner, dealing with multiple friendships and issues of exclusivity, helping when a friend is in need, and maintaining reciprocity or a spirit of equality in the friendship. Fourth- and fifth-grade children were presented with 6 hypothetical situations representing each of the 5 tasks, for a total of 30 hypothetical situations. Children's strategies, or what children said they would do in response to each situation, were assessed, as were children's goals, or what they said they would be trying to accomplish. The research attempted to answer: (1) if there is a relation between the goals children endorse and the behavioral strategies they select; (2) whether the strategies and goals are predictive of their friendship adjustment; and (3) whether boys and girls differ in types of strategies and goals. Results showed that the goals children chose were consistently related to the strategies they chose, that none of the adopted strategies or goals predicted Positive Friendship Quality after accounting for gender and peer acceptance (but were predictive of how conflicting children were rated by their best friend), and that there were gender differences for 11 of the 12 strategies and goals, with girls endorsing the accommodating and compromising strategies and the relationship and moral goals more than boys. (Contains 33 references.) (EV)

ED 409 120 PS 025 634

Nadon, Isabelle; Normandeau, Sylvie
Can Parents' Involvement with Homework Moderate the Relation between Children's Cognitive Abilities and School Achievement
PUB DATE- Apr 97
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cognitive Ability; Foreign Countries; Grade 2; *Homework; Parent Influence; *Parent Participation; Parent Student Relationship; Primary Education
IDENTIFIERS- Canada; French Speaking; *Moderator Variables

This investigation tested the influence of parents' involvement with homework as a moderator variable in the relation between children's cognitive abilities (predictor variable) and their school achievement (outcome variable). Participants were 55 French-speaking second graders and their parents. Two dimensions (quantity and quality) of parents' involvement were investigated. Parents were distinguished as primary or secondary helpers with homework. For each group, regression analyses were conducted to test the moderator effect of each dimension of parent involvement: (1) between children's verbal abilities and achievement in French; and (2) between children's nonverbal abilities and achievement in mathematics. Results indicated a positive relation between children's verbal the CHCH m del and hΛghlΛgh::: dΛfference:: be:: een tradΛ::Λ nal clΛnΛcal appr ache:: t trea::Λng se¤¥al ffender:: and CHCH. In the la::: sec::Λ n, "H ll Wa::er CΛrcle," per:: nal narra::Λ e:: f indΛ Ad¥al:: h ha e been cl ::elQ in l ed Λ::h the de el pmen:: and implemen::a::Λ n f CHCH de::crΛbe h thΛ:: appr ach reflec::: the OjΛb a c¥l::¥re and i::: val¥e::. Each sec::Λ n c n::aΛn:: a bΛblΛ graphQ, s¥gge:::ed readΛng ma::erΛal::, and addΛ::Λ nal re:: ¥rce::. (LP)

ED 409 136 RC 021 077

Adam::, Da Ad Wallace
Ed¥ca::Λ n f r E¤::Λnc::Λ n: AmerΛcan IndΛan:: and the B ardΛng Sch l E¤perΛence, 1875-1928.
PUB DATE- 95
NOTE- 405p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¥men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),HΛ::: rΛcal Ma::erΛal:: (060)
DESCRIPTORS- *Acc¥l::¥ra::Λ n; *AmerΛcan IndΛan Ed¥ca::Λ n; AmerΛcan IndΛan::; *B ardΛng Sch l::; C¥l::¥re C nflΛc::; Ed¥ca::Λ nal E¤perΛence; Ed¥ca::Λ nal HΛ::: rQ; *Ed¥ca::Λ nal P lΛcQ; *Ed¥ca::Λ nal PracΛ::Λce::; Elemen::arQ Sec ndarQ Ed¥ca::Λ n; Federal IndΛan Rela::Λ n::hΛp; G ernmen:: R le; *S::¥den:: E¤perΛence; S::¥den:: Reac::Λ n

ThΛ:: b k e¤amΛne:: h g ernmen:: b ardΛng sch l:: ere u::ed f r acc¥l::¥ra::Λng AmerΛcan IndΛan Q ¥::h t "AmerΛcan" aQ:: f thΛnkΛng and lΛ Λng fr m 1875 t 1928. Ba::ed n g ernmen:: archΛ e::, s::¥den:: and teacher a¥:: bΛ graphΛe::, and sch l ne ::paper::, thΛ:: b k pr p ::e:: tha:: the la::: "IndΛan War" a:: f ¥gh:: agaΛn::: Na::Λ e AmerΛcan chΛldren in the d rmΛ:: rΛe:: and cla:::r m:: f g ernmen:: b ardΛng sch l::. The g ernmen:: ad ca::ed the rem al f IndΛan chΛldren fr m theΛr h me:: f r e:::ended perΛ d:: f tΛme in rder tha:: hΛ::e "cΛ ΛlΛΛa::Λ n" c ¥ld take r :: hΛle e:::Λng¥Λ::hΛng IndΛan c¥l::¥re and anQ chΛldh d mem rΛe:: f "::a agΛ::m." SpecΛfΛcallQ, the b k f c¥::e:: n p lΛcQ f rm¥la::Λ n and h ref rmer:: and g ernmen:: ffΛcΛal:: came t l k up n ed¥ca::Λ n a:: a cen::ral fea::¥re f the ne IndΛan p lΛcQ. A de::aΛled analQ::Λ:: e¤plaΛn:: h ed¥ca::Λ nal p lΛcQ a:: tran::la::ed in:: in:::Λ::¥::Λ nal prac::Λce, de::crΛbΛng the en::Λre pr ce::: herebQ IndΛan agen:::, sch l s¥perΛn::enden:::, teacher::, and s::aff en:: ab ¥:: the b¥::Λne::: f "cΛ ΛlΛΛΛng" IndΛan Q ¥::h. FΛnallQ, the b k de::crΛbe:: the ed¥ca::Λ nal e¤perΛence:: f IndΛan s::¥den:::, h IndΛan s::¥den::: re::p nded t acc¥l::¥ra::Λ n eff r:::, and ha:: happened hen theQ re::¥rned t theΛr re::er a::Λ n h me::. In the end, ref rmer:: clearlQ faΛled t achΛe e theΛr bjec::Λ e f a:::ΛmΛla::Λ n beca¥::e c ngre:::Λ nal par::Λm nQ ne er all ed the ed¥ca::Λ nal a:::a¥l:: t be aged Λ::h the in::en::Λ::Q tha:: ref rmer:: en Λ::Λ ned, and beca¥::e IndΛan s::¥den::: ere n :: pa:::Λ e recΛpΛen::: f the c¥rrΛc¥l¥m f cΛ ΛlΛΛa::Λ n. The b k c n::aΛn:: reference:: in chap::er n ::e::, ph :: graph::, and an inde¤. (LP)

ED 409 137 RC 021 078

The S::a::e f the S ¥::h: A Rep r:: t the RegΛ n and I::: Leader::hΛp.
SPONS. AGENCY- BellS ¥::h F ¥nda::Λ n, Inc. A::lan::a, GA.; F rd F ¥nda::Λ n, Ne Y rk, N.Y.; Z. SmΛ::h ReQn ld:: F ¥nda::Λ n, Inc., WΛn::: n-Salem, NC.
PUB DATE- Apr 96
NOTE- 91p.; S me map:: and fΛg¥re:: maQ n :: d¥plΛca::e adeq¥a::elQ. F¥ndΛng al:: receΛ ed fr m the Wach Λa F ¥nda::Λ n.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC04 Pl¥:: P :::age.

independently carrying out daily living activities. With an average age of 49, interviewees frequently reported blindness, hearing impairments, and hypertension as disabling conditions. The most numerous tribal affiliation was Navajo (75 percent), followed by Zuni and Laguna. Interviewees described their experiences with services needed and received in the past year. A lack of knowledge about services was one of the most common barriers to receiving services. Of 32 responses regarding personal assistance services, 23 interviewees indicated that someone, usually a family member, assisted them with daily activities. Interviewees' most important concerns were service providers' involvement of family members and extended family members in rehabilitation services, the need to feel safe in home and neighborhood, the desire for the Indian community to understand its disabled members' needs, and the need for information about legal rights and self-advocacy. Two community meetings were held to review preliminary findings. Community concerns included funding needs of community-based consumers and service providers, access to cultural activities, and lack of action by tribal leaders. Includes recommendations to state and tribal agencies and the interview instrument. (Author/SV)

ED 409 153 RC 021 106

Sanderson, Priscilla Lansing; And Others
Independent Living Outcomes for American Indians with Disabilities: A Summary of American Indian Independent Living Consumer Data.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Tests/Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indians; *Client Characteristics (Human Services); *Disabilities; *Human Services; *Independent Living; Navajo (Nation); *Rehabilitation; State Agencies; Surveys

Eleven rehabilitation/independent living counselors in 5 states and the Navajo Nation completed consumer data summary questionnaires on 121 American Indian clients receiving independent living services. The clients lived in Arizona, California, New Mexico, South Dakota, Texas, Colorado, and Utah; 48 were served by the Navajo Nation vocational rehabilitation (VR) project, the only tribal VR project at the time. Counselors supplied demographic information about each consumer, as well as information on referral, disabilities, functional limitations, services provided, outcomes, and closure. Data analysis consisted primarily of a descriptive summary, subdivided by state. Differences in implementation of state plans for independent living created difficulties in data collection. Educational information revealed that 16 percent of clients had 6 years or less of formal education, and half of these had no education at all. The most common goals requested by clients at referral were self-care and mobility. Multiple goals were common. A majority of consumers were not working. The top four independent living services provided to consumers were the four core services required by Title VII of the Rehabilitation Act: information and referral, peer counseling, individual and systems advocacy, and independent living skills training. Service providers rarely had a person specifically assigned to provide outreach services to American Indians. Services were initiated for 66 cases, and closure information n a three-Qear pΛl # pr gram in phQ#Λc#. (DDR)

ED 409 171 SE 060 315

T₩nnΛclΛffe, S₩#an Dale
TalkΛng ab ₩# AnΛmal#: S#₩dΛe# f Y ₩ng ChΛldren VΛ#Λ#Λng Z #, a M₩#e₩m and a Farm.
PUB DATE- 95
NOTE- 386p.; Ph.D. DΛ##er#a#Λ n, KΛng'# C llege, UnΛ er#Λ#Q f L nd n.
LANGUAGE- EnglΛ#h
EDRS PrΛce- MF01/PC16 Pl₩# P ##age.
PUB TYPE- DΛ##er#a#Λ n#/The#e# - D c# ral DΛ##er#a#Λ n# (041)
DESCRIPTORS- *DΛ#c ₩r#e AnalQ#Λ#; Elemen#arQ Ed₩ca#Λ n; *M₩#e₩m#; N nf rmal Ed₩ca#Λ n; Pre#ch l Ed₩ca#Λ n; *Y ₩ng ChΛldren; *Z #

The p₩rp #e f thΛ# s#₩dQ a# t iden#ΛfQ the c n#en# and f rm f the c n er#a#Λ n# and rec gnΛΛe the varΛable# tha# are ac#Λng d₩rΛng vΛ#Λ## t anΛmal e¤hΛbΛ##, and the infl₩ence n c n er#a#Λ nal c n#en# f b #h dΛfferen# tQpe# f l ca#Λ n# and anΛmal e¤hΛbΛ## and vΛ#Λ# ra#Λ nale#. C n er#a#Λ n# f chΛldren be# een the age# f 3 and 12 Qear# and theΛr acc mpanQΛng ad₩l## ere rec rded a# anΛmal e¤hΛbΛ## d₩rΛng vΛ#Λ##, hΛch ere rganΛΛed eΛ#her bQ the sch l r bQ theΛr famΛlΛe#, t a varΛe#Q f Λ # and m₩#e₩m# in the UnΛ#ed S#a#e# and UnΛ#ed KΛngd m. FΛndΛng# indΛca#e tha# de#pΛ#e the dΛfference# in se##Λng, there a# a s₩rprΛ#Λng unΛf rmΛ#Q in the re#p n#e# in the dΛfferen# in##r₩c#Λ n# and be# een U.S. and U.K. vΛ#Λ# r# t Λ #. There ere s me #a#Λ##ΛcallQ sΛgnΛfΛcan# dΛfference# be# een s me ca#eg rΛe# f the c n er#a#Λ n# a# the three tQpe# f anΛmal e¤hΛbΛ##, be# een the#e and th #e a# farm anΛmal#, be# een sch l and famΛlQ gr ₩p#, be# een the dΛfferen# s₩b gr ₩p# Λ#h the sch l par#Λe#, and be# een p₩pΛl# f dΛfferen# age gr ₩p#. I# i# c ncl₩ded tha# there i# lΛ##le e Λdence tha# sch l# are de el pΛng chΛldren'# ₩nder##andΛng f Λ l gQ d₩rΛng s₩ch vΛ#Λ## r tha# the vΛ#Λ# r# are ₩#Λng the in#erpre#a#Λ n pr Λded bQ the m₩#e₩m r Λ . C n#aΛn# 26 reference#. (A₩#h r/JRH)

ED 409 172 SE 060 319

KenneQ, Pa#rΛcΛa Ann, Ed.; SΛl er, Ed ard A., Ed.
Re#₩l## fr m the SΛ##h Ma#hema#Λc# A##e##men# f the Na#Λ nal A##e##men# f Ed₩ca#Λ nal Pr gre##.
SPONS. AGENCY- Na#Λ nal ScΛence F ₩nda#Λ n, ArlΛng# n, VA.
PUB DATE- 97
NOTE- 300p.
LANGUAGE- EnglΛ#h
EDRS PrΛce- MF01 Pl₩# P ##age. PC N # A aΛlable fr m EDRS.
PUB TYPE- B k# (010),Rep r## - E al₩a#Λ e/Fea#ΛbΛlΛ#Q (142)
DESCRIPTORS- *AcademΛc AchΛe emen#; Da#a AnalQ#Λ#; Elemen#arQ Sec ndarQ Ed₩ca#Λ n; Ge me#rQ; Ma#hema#Λcal C ncep##; *Ma#hema#Λc# In##r₩c#Λ n; Mea#₩remen#; S#₩den# A##Λ#₩de#; Table# (Da#a); Teacher A##Λ#₩de#
IDENTIFIERS- *Na#Λ nal A##e##men# f Ed₩ca#Λ nal Pr gre##

The Na#Λ nal A##e##men# f Ed₩ca#Λ nal Pr gre## (NAEP) pr Λde# da#a ab ₩# ha# chΛldren kn and can d Λ#h the g al f ₩#Λng thΛ# inf rma#Λ n t impr e ed₩ca#Λ n. ThΛ# b k c n#aΛn# in#erpre#Λ e rep r## ba#ed n re#₩l## fr m the ma#hema#Λc# a##e##men## c nd₩c#ed bQ the NAEP regardΛng: (1) the c gnΛ#Λ e perf rmance f s#₩den## a# grade# 4, 8, and 12 n m₩l#Λple-ch Λce, reg₩lar c n##r₩c#ed-re#p n#e, and e¤#ended c n##r₩c#ed re#p n#e i#em#; (2) s#₩den##' re#p n#e# t a varΛe#Q f backgr ₩nd q₩e##Λ n# dealΛng Λ#h theΛr belΛef# and feelΛng# t ard ma#hema#Λc# and theΛr par#ΛcΛpa#Λ n in varΛ ₩# f rm# f

The summary information contained in this report provides teachers, school administrators, students, and the general public with an overview of the results from the January 1997 administration of the Biology 30 Diploma Examination by the Alberta Department of Education in Canada. This information is most helpful when used with the detailed school and jurisdiction reports that have been provided to schools and school jurisdiction offices. Findings indicate that 92.1% of the 7,687 students who took the test achieved the acceptable standard and 22.3% of the students achieved the standard of excellence. Topics discussed include a description of the examination, achievement of standards, results and examiners' comments, multiple-choice and numerical-response questions, and written-response questions. (JRH)

ED 409 193 SE 060 385

Physics 30 Diploma Examination Results. Examiners' Report for January 1997.
PUB DATE- 97
NOTE- 9p.; For the Physics 30 Examination, see ED 407 274. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Foreign Countries; High Schools; *Physics; Science Education; Standards; Student Evaluation; *Test Results
IDENTIFIERS- *Alberta

The summary information contained in this report provides teachers, school administrators, students, and the general public with an overview of results from the January 1997 administration of the Physics 30 Diploma Examination by the Alberta Department of Education in Canada. This information is most helpful when used with the detailed school and jurisdiction reports that have been provided to schools and school jurisdiction offices. Findings indicate that 92.7% of the 3,099 students who took the test achieved the acceptable standard and 25.6% of these students achieved the standard of excellence. Topics discussed include a description of the examination, achievement of standards, results and examiners' comments, multiple-choice and numerical-response questions, and written-response questions. (JRH)

ED 409 194 SE 060 386

Science 30 Diploma Examination Results. Examiners' Report for January 1997.
PUB DATE- 97
NOTE- 9p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Foreign Countries; *General Science; High Schools; *Science Education; Standards; Student Evaluation; *Test Results
IDENTIFIERS- *Alberta

The summary information contained in this report provides teachers, school administrators, students, and the general public with an overview of results from the January 1997 administration of the Science 30 Diploma Examination by the Alberta Department of Education in Canada. This information is most helpful when used with the detailed school and jurisdiction reports that have been provided to schools and teacher'⁘ affec⁘ʌ e re⁘p n⁘e t the cla⁘⁘r m e¤perʌence, fʌeldn ⁘e⁘ and le⁘⁘ n plan⁘, s⁘¥den⁘ s¥r eQ⁘, and in⁘er ʌe ⁘ ʌ⁘h and dʌarʌe⁘ fr m a fe selec⁘ed s⁘¥den⁘⁘. Fʌndʌng⁘ indʌca⁘e tha⁘ f r the maj rʌ⁘Q f s⁘¥den⁘⁘, sch l a⁘ an enj Qable e¤perʌence nlQ t the e⁘⁘en⁘ tha⁘ i⁘ pr ʌded pp r⁘¥nʌ⁘ʌe⁘ t be ʌ⁘h frʌend⁘ r t par⁘ʌcʌpa⁘e in sp r⁘⁘. S⁘¥den⁘⁘ cʌ⁘ed n¥mer ¥⁘ rea⁘ n⁘ tha⁘ theQ dʌd n ⁘ enj Q sch l, m ⁘⁘ f th ⁘e rea⁘ n⁘ s⁘emmʌng fr m c n⁘r l i⁘⁘¥e⁘ incl¥dʌng e¤ce⁘⁘ʌ e rk l ad, and lʌ⁘⁘le c n⁘r l er the c n⁘en⁘ r c nd¥c⁘ f cla⁘⁘e⁘ r the u⁘e f tʌme. ManQ s⁘¥den⁘⁘ men⁘ʌ ned s⁘re⁘⁘ derʌ ed fr m the beha ʌ r f b ⁘h theʌr fell s⁘¥den⁘⁘ and teacher⁘. A lʌberal in⁘erpre⁘a⁘ʌ n f the s¥r eQ⁘ indʌca⁘e⁘ tha⁘ appr ¤ʌma⁘elQ 1/3 f the s⁘¥den⁘⁘ e¤hʌbʌ⁘ed sQmp⁘ m⁘ s¥gge⁘⁘ʌ e f fl r p⁘ʌmal e¤perʌence; f r appr ¤ʌma⁘elQ 1/2 f the s⁘¥den⁘⁘, an¤ʌe⁘Q per aded theʌr daʌlQ sch l e¤perʌence. Se en⁘een percen⁘ f the s⁘¥den⁘⁘ s¥ffered fr m b red m. C n⁘aʌn⁘ 20 reference⁘. (A¥⁘h r/JRH)

ED 409 216 SE 060 481

Wal⁘er⁘, J ⁘eph M.
W rkʌng ʌ⁘h Da⁘a in Ne⁘ rk Scʌence.
SPONS. AGENCY- Na⁘ʌ nal Scʌence F ¥nda⁘ʌ n, Arlʌng⁘ n, VA.
PUB DATE- 20 Apr 97
NOTE- 10p.; Paper pre⁘en⁘ed a⁘ the Ann¥al Mee⁘ʌng f the Amerʌcan Ed¥ca⁘ʌ nal Re⁘earch A⁘⁘ cʌa⁘ʌ n (Chʌcag , IL, March 24-28, 1997).
LANGUAGE- Englʌ⁘h
EDRS Prʌce- MF01/PC01 Pl¥⁘ P ⁘⁘age.
PUB TYPE- Rep r⁘⁘ - Re⁘earch/Technʌcal (143),Speeche⁘, C nference Paper⁘, "Paper⁘ Pre⁘en⁘ed a⁘..." (150)
DESCRIPTORS- C mp¥⁘er U⁘e⁘ in Ed¥ca⁘ʌ n; C pera⁘ʌ e Learnʌng; *Da⁘a AnalQ⁘ʌ⁘; *Da⁘a C llec⁘ʌ n; *Ed¥ca⁘ʌ nal Techn l gQ; Elemen⁘arQ Sec ndarQ Ed¥ca⁘ʌ n; Inq¥ʌrQ; Pr blem S l ʌng; Scʌence E¤perʌmen⁘⁘; Scʌen⁘ʌfʌc Re⁘earch; *S⁘¥den⁘ Pr jec⁘⁘; *W rld Wʌde Web

Ne⁘ rk Scʌence pr jec⁘⁘ are endea r⁘ in hʌch a n¥mber f cla⁘⁘r m⁘ c nd¥c⁘ the same scʌen⁘ʌfʌc e¤perʌmen⁘ and p l theʌr da⁘a u⁘ʌng W rld Wʌde Web techn l gQ. Thʌ⁘ paper re ʌe ⁘ selec⁘ed fʌndʌng⁘ fr m re⁘earch n the⁘e pr jec⁘⁘ and de⁘crʌbe⁘ the recen⁘ Web applʌca⁘ʌ n⁘ tha⁘ ere de el ped in re⁘p n⁘e t the⁘e fʌndʌng⁘. Fʌndʌng⁘ indʌca⁘ed tha⁘ manQ f the b⁘er ed cla⁘⁘e⁘ ere engaged in gen¥ʌne inq¥ʌrQ, inn a⁘ʌ n, and c pera⁘ʌ e learnʌng. The telec mm¥nʌca⁘ʌ n⁘ techn l gQ al⁘ f ⁘⁘ered a gen¥ʌne sen⁘e f c mm¥nʌ⁘Q am ng the par⁘ʌcʌpa⁘ʌng sch l⁘. Fʌndʌng⁘ al⁘ indʌca⁘ed a general ab⁘ence f anQ analQ⁘ʌ⁘ f the da⁘a the⁘e cla⁘⁘r m⁘ ere c llec⁘ʌng. Fac⁘ r⁘ tha⁘ c n⁘rʌb¥⁘e t the faʌl¥re f cla⁘⁘e⁘ t analQʌe and under⁘⁘and the da⁘a theQ c llec⁘ are dʌ⁘c¥⁘⁘ed incl¥dʌng c gnʌ⁘ʌ e, c¥rrʌc¥lar, pedag gʌcal, and techn l gʌcal challenge. S¥gge⁘⁘ʌ n⁘ f r adap⁘ʌng the techn l gQ t re⁘p nd t the⁘e challenge⁘ are pre⁘en⁘ed incl¥dʌng the u⁘e f C llab ra⁘ʌ e Learnʌng En ʌr nmen⁘⁘ On-Lʌne (CLEO), a Web space tha⁘ make⁘ i⁘ p ⁘⁘ʌble f r anQ ne ʌ⁘h an In⁘erne⁘ br ⁘er t crea⁘e a da⁘a-rʌch pr jec⁘. (JRH)

ED 409 217 SE 060 483

S⁘e¥ck, K¥r⁘; Mʌller, T dd M.
E al¥a⁘ʌ n f and A¥⁘hen⁘ʌc Learnʌng En ʌr nmen⁘ f r Teachʌng Scʌen⁘ʌfʌc Inq¥ʌrQ Skʌll⁘.
PUB DATE- Mar 97
NOTE- 23p.; Paper pre⁘en⁘ed a⁘ the Ann¥al Mee⁘ʌng f the Amerʌcan Ed¥ca⁘ʌ nal Re⁘earch A⁘⁘ cʌa⁘ʌ n (Chʌcag , IL, March 24-28,

of this study were comparable to the larger study. (EH)

ED 409 241 SO 027 324

Walker, Tim
America's Growing Debt: Understanding the Budget Deficits and Teacher's Guide.
PUB DATE- 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Budgeting; *Budgets; *Economics; *Economics Education; *Financial Policy; Futures (Of Society); Government Role; National Programs; *Public Policy; Public Sector; Resource Allocation; Secondary Education; Social Studies; Taxes
IDENTIFIERS- *Budget Deficits

This student booklet with accompanying teacher's guide examines the issues and controversies surrounding the nation's debt and deficits. The first section defines key terms relating to the issues and traces how the United States got on the road to fiscal disorder. The second section examines how specific federal spending programs have triggered the accumulation of large annual deficits. Section 3 compares the recently proposed deficit reduction plans made by President Clinton, Ross Perot, and the Concord Coalition. The last section addresses the issue of whether people are prepared to sacrifice to bring down the debt and, if they are not, what the consequences might be for the nation. Chapter titles include: (1) "Deficits As Far As The Eye Can See"; (2) "Budget Deficits and the National Debt"; (3) "Federal Spending: Where Does the Money Go"; (4) "The Pain and Gain of Deficit Reduction"; and (5) "Is America Ready for 'Fair, Shared Sacrifice' " Nine bibliographic references for further reading conclude the text. The teacher's guide offers classroom activities, handouts, and test materials around which to create a comprehensive lesson plan. Used in conjunction with the student booklets, this teacher's resource will help students gain an understanding of why the United States has such huge budget deficits and how they may be reduced in the future. (EH/AA)

ED 409 242 SO 027 342

Hamot, Gregory E.
Multicultural Instructional Materials: How To Choose
PUB DATE- Sep 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Curriculum Evaluation; Elementary Secondary Education; Instructional Materials; *Media Selection; *Multicultural Education; Program Evaluation; Social Studies; Textbook Evaluation

This article provides six criteria to help teachers decide which multiculturally-focused instructional materials might most appropriately meet their needs. The criteria hinge on two assumptions: (1) the criteria stem from a definitional assumption; and (2) students bring different learning styles to school that reflect the diverse makeup of classes. The six general criteria useful for selection of materials include: (1)

rhythm, proportion, and unity). Additional units for art history, art criticism, and aesthetic judgement are included. Projects within each unit are sequentially and cumulatively arranged and present a variety of techniques and media appropriate to each unit's given art concepts. Learning objectives are stated in behavioral terms. Level of skill, materials and preparation, instructional resources, motivation, procedures, evaluation, and necessary time allotments are identified. Vocabulary terms are given. (MM)

ED 409 264 SO 028 476

Stewart, Gail
Living Spaces: In the Deserts, In the Future, In the Mountains, In the Polar Regions, In Space, On the Water. Living Spaces Series.
PUB DATE- 89
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Built Environment; *Childrens Literature; Cultural Awareness; Elementary Education; *Environmental Influences; Foreign Countries; Futures (of Society); Global Education; *Habitats; *Human Geography; Instructional Materials; Physical Environment; *Social Studies; Water
IDENTIFIERS- Deserts; Mountains; Polar Regions; Space Colonization

Each of the 6 separate books in this classroom series for juveniles introduces students to the variety of living spaces people have adapted in order to survive in a hostile environment. The illustrated guides examine several cultures which have developed and thrived in these environments. (1) "In the Deserts" looks at: The San of the Kalahari; The Bedouins of Arabia; The 'Blue People' of the Sahara; The Aborigines of Australia; and the Navajo of the American Southwest. (2) "In the Mountains" presents: Mountain People in Appalachia; The Kazaks of Xinjiang; The Mountain People of Tibet; The Indians of Peru; The People of the White Reindeer; and the Bhutias of Sikkim. (3) "In the Polar Regions" looks at: The Inuit of Alaska; The Inuit of Northern Canada; The Lapps of Europe; and Homes of the Siberian People. (4) "On the Water" presents: On the Water in Hong Kong; The Ma'dans of Iraq; The Sons of the Lake; The People of Kampong Ayer; and The Aymara Indians of Lake Titicaca. The last two books in the series: "In the Future" and "In Space" invite students to consider influences that might affect the design and development of futuristic habitats. Each book includes a glossary and an index.

ED 409 265 SP 037 049

Hanley, Mary Stone; And Others
Interprofessional Collaboration 1996 Resource Guide: A Resource Guide of Learning Activities.
SPONS. AGENCY- National Association of State Boards of Education, Alexandria, VA.; Pew Charitable Trusts, Philadelphia, PA.; Ford Foundation, New York, N.Y.
PUB DATE- 96
NOTE- 343p.; Also supported by funds from the Stuart Foundations and the DeWitt-Wallace Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

program has developed. The knowledge base, which emanates from the core values that have been adopted, and various themes related to urban and inclusive education are integrated in blocks of courses and field experiences. Information on core values, standards for teacher development and licensure, program organization and design features, and a figure depicting the emerging coordinating structure are appended. (JT)

ED 409 283 SP 037 396

Marlow, L; Inman, D.
Status Report on Teaching in the Elementary School: Math, Science, and Social Studies.
PUB DATE- Feb 97
NOTE- 13p.; Paper presented at a meeting of the Eastern Educational Research Association (Hilton Head, SC, February 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; Elementary Education; *Elementary School Curriculum; *Elementary School Mathematics; *Elementary School Science; Elementary School Teachers; *Integrated Curriculum; *Social Studies; Surveys; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- United States (Southeast)

National professional organizations have increasingly emphasized the need for active involvement of elementary school children in thinking, decision making, and problem solving situations. Educators are calling for role playing, writing, reading, drawing, and use of manipulatives, to name but a few activities, to become part of an integrated curriculum. In an effort to determine the needs of teachers in making the change from a more traditional methodology, this paper identifies best practices as characterized by professional organizations, and describes the characteristics of math, science, and social studies programs in eight states in the South and Southeast. A 17-item survey instrument was sent to 1000 teachers in grades 1-6, with 402 teachers responding. In line with the study objectives--to identify characteristics of math, science, and social studies programs at the elementary level--the questionnaire addressed two areas: materials used for teaching and barriers to effective teaching. Tables 1, 2, and 3 present data for each of the subject areas regarding the types of materials used in the classroom in addition to the textbook. Tables 4, 5, and 6 present data regarding areas which teachers view as being barriers to promoting an active learning environment. (Contains 13 references.) (JT)

ED 409 284 SP 037 397

Grzyb, Stanley W.; And Others
Effects of Organizational Role and Culture on Participation in Continuing Professional Education.
PUB DATE- Mar 97
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Armed Forces; Career Development; *Engineers;

Programs

This study explored how prospective teachers develop multiple or multiethnic perspective-taking abilities through autobiographical self-examination of their own ethnicity and how such self-examination helps them utilize developmentally and culturally appropriate teaching practices. The participants were prospective teachers enrolled in early childhood/elementary education courses at Pennsylvania State University (University Park Campus) or Clarion University of Pennsylvania. Participants completed an autobiographical self-examination based on a formatted list of questions designed to elicit reflective writing. Participants also participated in small group and general group discussion. The major data analysis consisted of ongoing readings of collected data with open, axial, and selective coding, scanning for significant units, reflective note-taking, and cross-case analysis. Autobiographical self-assessment was found to help prospective teachers to develop a conceptual sense of perspective-taking ability. The activity also helped the prospective teachers to critically look at teachers' pedagogical behavior with children from diverse backgrounds, and it allowed them to see individual uniqueness based on family culture that is beyond ethnic or group orientation. (Contains 24 references.) (JLS)

ED 409 303 SP 037 430

Cordeiro, Paula A.; And Others
A Problem-Based Learning Approach to Professional Development: Supporting Learning Transfer.
PUB DATE- Mar 97
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; Change Strategies; Educational Administration; Educational Change; Elementary Secondary Education; Group Dynamics; Group Experience; Higher Education; Inservice Education; Inservice Teacher Education; *Institutes (Training Programs); Learning Strategies; Problem Solving; *Professional Development; Program Effectiveness; Staff Development; *Transfer of Training
IDENTIFIERS- *Group Process Training; *Problem Based Learning

This study examined learning transfer in adult acquisition of group process skills using a problem-based learning (PBL) approach to staff development in one school district. The study's theoretical framework included learning transfer, adult and organizational learning, and group work. Subjects, 29 instructional leaders and administrators, received two 3-day training periods each a year apart. Participants focused on a simulated cultural diversity PBL project in the first training session and a real PBL literacy project in the second training. The training format provided multiple opportunities to receive individual and group feedback on use of group processing skills. Each training session ended with participants developing an action plan for implementing new skills and knowledge in the next school year. Subjects were surveyed twice, a year after each training. Analysis of the survey indicated that participants rated the training highly, believed they learned from the training, and transferred some of what they learned to their work situations. Qualitative analysis of open-ended survey questions indicated participants preferred

ED 409 322 TM 026 548

Hackbarth, Steve
Reflections on Confluent Education as Discipline-Based Inquiry.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; *Instructional Design; *Integrated Curriculum; *Intellectual Disciplines; Phenomenology; *Teaching Methods
IDENTIFIERS- *Discipline Based Teaching Theory; Merleau Ponty (Maurice); Student Engagement

Confluent education is defined as the deliberate and purposeful cultivation by responsible and identifiable agents of knowledge, skills, attitudes, and feelings that flow together to produce wholeness in the person and society. Confluent education is distinct from experience-based education, psychological education, affective education, emotional education, and personal growth education in that it includes an external structure that integrates subject matter and personal awareness, an intellectual component, and abstract knowledge or information. The perspective on confluent education presented in this essay is rooted in phenomenology and the philosophy of M. Merleau-Ponty and involves the design of instruction. Engaging students in various modes of discipline-based analysis and inquiry will help them draw their own implications from their observations. Participation in discipline-based inquiry would ultimately help students learn to conduct their own lives with integrity, based on the integration of knowledge and acts of love. It is argued that a coherent conception of confluent education entails active engagement of students in impassioned scholarly apprenticeships. Within this context of discipline-based guided inquiry, modeled by teachers and adapted for students, the cognitive has substance and purpose in the integration of dimensions of human learning. (Contains 28 references.) (SLD)

ED 409 323 TM 026 550

Butler, Deborah L.
The Roles of Goal Setting and Self-Monitoring in Students' Self-Regulated Engagement in Tasks.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Mar 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Foreign Countries; Higher Education; Instructional Effectiveness; *Intervention; *Learning Disabilities; Learning Strategies; *Metacognition; Self Efficacy; Tutorial Programs; *Tutors
IDENTIFIERS- *Goal Setting; Monitoring; Scaffolding; *Self

Motivation was related to factual learning but not conceptual learning. An attachment contains the instructions to subjects in the learning study. (Contains 2 figures and 12 references.) (Author/SLD)

ED 409 340 TM 026 823

Bryant, Coralie; And Others
Developing Student Voice: A Follow-up Study with Students as Researchers.
PUB DATE- Mar 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cost Effectiveness; *Data Collection; *Educational Research; Experiential Learning; Foreign Countries; *Graduate Surveys; *High School Seniors; High Schools; Research Design; *Researchers; *Telephone Surveys; Urban Schools
IDENTIFIERS- Canada; *Winnipeg School Division Number 1 MB

Seven Oaks School, a high school in Winnipeg (Canada) recently conducted a follow up study of its graduates using a unique approach. High school seniors helped develop the structured interview instrument and carried out the research. As it gathered important information to help the school district in its planning, the study provided students with the valuable experience of doing authentic research as part of their high school experience. The school district serves 9,200 students in Winnipeg, the capital city of Manitoba. Six students from each of the district's three high schools were selected to participate as part of requirements of a Language and Transactional English course. With student input, a consultant designed a series of questions to be used in telephone interviews. Students interviewed 410 former students, about 30% of the total population for the 2 years chosen for the study. Students were trained in analyzing the data and eventually prepared a presentation for their school. Audiences at the school conference, staff meetings, and the Board of Education were impressed by the information and presentation of these young researchers. The approach combines low-cost data collection with the improvement of district-wide communication and educational experience for students. (SLD)

ED 409 341 TM 026 824

Scholes, Roberta J.; Lain, M. Margaret
The Effects of Test Preparation Activities on ACT Assessment Scores.
PUB DATE- Mar 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; *College Entrance Examinations; Ethnic Groups; Feedback; *High School Students; High Schools; Higher Education; Income; *Minority Groups; Racial Differences; Scores; Sex Differences; *Skill Development; *Test Coaching; Test Results; Test Wiseness; Testing Problems

Lockett, Gretchen C.
Equalizing Opportunity in NAFEO Institutions: A Case for Internal and External Action.
PUB DATE- Mar 95
NOTE- 24p.; Paper presented at Annual Conference of the National Association for Equal Opportunity in Higher Education (20th, Washington, DC, March 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alumni; Basic Skills; *Black Colleges; Black Students; Curriculum Development; Educational Environment; *Educational Objectives; Educational Opportunities; Educational Quality; Educationally Disadvantaged; *Equal Education; Higher Education; *Instructional Improvement; Mastery Learning; Nondiscriminatory Education; Self Fulfilling Prophecies; Special Needs Students; Teacher Attitudes; Teacher Effectiveness; Teacher Expectations of Students; Teacher Student Relationship
IDENTIFIERS- National Association Equal Opportunity Higher Educ

This paper is a call to meet new challenges to ensure equal opportunity for historically African American colleges and universities. The paper suggests an inter-institutional effort among members of the National Association for Equal Opportunity in Higher Education that begins internally and then moves beyond the institutions into the public forum. The following principles are emphasized: (1) recognition by faculty and staff that there is a tradition of at-risk children being able to learn; (2) successful instruction in basic skills of reading, writing, and arithmetic using mastery learning concepts; (3) development of curricula, teaching techniques, materials, and activities to ensure that students learn the skills necessary to develop new models of enterprise; (4) development of independent economic enterprises at historically black colleges and universities that would provide endowments and operating funds and thus free institutions from the need to depend on philanthropy and public funding; and (5) encouragement of active alumni groups who give money, provide mentoring, are good recruiters, and support public relations efforts. Also suggested is a new social contract between institutions and students emphasizing the responsibilities on both sides. (CH)

ED 408 900 HE 030 219

Hallstedt, Pelle; Hogstrom, Mats
Programmes in Social Care: A Comparison between the Netherlands, Sweden, Norway, and Ireland. Educational and Psychological Interactions, No. 118.
PUB DATE- Jun 96
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clinical Teaching (Health Professions); Comparative Analysis; *Comparative Education; Experiential Learning; Foreign Countries; Higher Education; *International Education; Program Content; Program Design; Program Length; Social Agencies; *Social Services; Social Work; Social Workers; *Student Certification; Student Experience
IDENTIFIERS- Ireland; Norway; Sweden

sets of teaching strategies at the university level strategies for acquiring information, for working with information to enhance understanding, for confirming learning, and for student self-management. In the first part, "Learning and Teaching at University," chapters cover various perspectives of learning and teaching, the theoretical framework of learning, how to teach learning strategies, and how assessment affects learning. The next part, "Learning and Teaching Strategies," covers strategies for acquiring information, for working with information, for confirming learning, for personal management, and teaching. The final section describes a staff development program developed and implemented by a group of 14 university teachers. It includes five case studies from different subject areas science, language studies, early childhood education, accounting, and information science, which describe the teachers' personal experiences. A final chapter offers recommendations and cautions for those developing and implementing a program to teach learning strategies. (Contains 100 references.) (CH)

ED 408 918 HE 030 263

Anderson, Geoff; And Others
Learning Contracts. A Practical Guide.
PUB DATE- 96
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *College Instruction; *Educational Strategies; Foreign Countries; Higher Education; Individual Instruction; Learning Strategies; Management by Objectives; *Mastery Learning; *Motivation Techniques; *Performance Contracts; Task Analysis; Teaching Methods
IDENTIFIERS- United Kingdom

Taking a how-to approach and a British perspective, with numerous lists and examples, this book presents the concept of learning contracts negotiated agreements between learners and instructors to achieve a specific learning goal for university and continuing education teachers. The book is organized in four parts: Part 1 is an introduction; it defines what a learning contract is and how it is used. Eight steps for developing a learning contract are outlined and a case study is provided. In Part 2 the elements of a learning contract are explained, including learning objectives, learning resources and strategies, products, and assessment criteria. Nine examples of various types of learning contracts are given. Part 3 discusses learners' and advisers' needs, and lists some of the advantages and disadvantages of learning contracts as perceived by learners, provides suggestions for addressing staff and learners' issues, and notes some organizational factors to be considered in implementing this strategy. The final section discusses variations in how learning contracts are used, applications for work-based learning, and the limitations of learning contracts. (Contains 50 references.) (CH)

ED 408 919 HE 030 264

Dannells, Michael
From Discipline to Development: Rethinking Student Conduct in

in∷er en∷Λ n∷--Λn∷∷r¥c∷Λ nal elemen∷∷ r fea∷¥re∷ f them, s¥ch a∷ lec∷¥re, c ¥r∷e are, tran∷parencΛe∷ d¥rΛng a lec∷¥re, car∷ n∷ in a te∷∷b k; and learnΛng ac∷Λ Λ∷Λe∷ (ac∷Λ Λ∷Λe∷ b ∷h inΛ∷Λa∷ed and e¤ec¥∷ed bQ the s∷¥den∷) s¥ch a∷ makΛng a s¥mmarQ r dΛ∷c¥∷∷Λ n∷ Λ∷h peer∷. A s¥r eQ s∷¥dQ f unΛ er∷Λ∷Q fre∷hman (n=489) a∷ re-analQΛed t addre∷∷ the∷e i∷∷¥e∷. The q¥e∷∷Λ nnaΛre c n∷aΛned iden∷ΛfΛca∷Λ n q¥e∷∷Λ n∷, and a lΛ∷∷ f 20 in∷∷r¥c∷Λ nal in∷er en∷Λ n∷ and 20 learnΛng ac∷Λ Λ∷Λe∷ t be ra∷ed n a 5-p Λn∷ LΛker∷-∷Qpe scale f r theΛr c n∷rΛb¥∷Λ n t s∷¥dQ re∷¥l∷ and s∷¥dQ tΛme. Gender, d maΛn f s∷¥dQ, and ed¥ca∷Λ nal backgr ¥nd ere analQΛed a∷ independen∷ varΛable∷. Re∷¥l∷∷ incl¥de: (1) unΛ er∷Λ∷Q fre∷hman largelQ perceΛ e c¥rren∷ sch l prac∷Λce∷ f b ∷h in∷er en∷Λ n∷ and learnΛng ac∷Λ Λ∷Λe∷ t be hΛghlQ effΛcΛen∷; (2) s∷¥den∷∷ perceΛ e tha∷ in∷er en∷Λ n∷ tha∷ c n∷rΛb¥∷e t an increa∷e f s∷¥dQ re∷¥l∷∷ decrea∷e s∷¥dQ tΛme, and learnΛng ac∷Λ Λ∷Λe∷ tha∷ increa∷e s∷¥dQ tΛme al∷ increa∷e s∷¥dQ re∷¥l∷∷; (3) f r b ∷h in∷∷r¥c∷Λ nal in∷er en∷Λ n∷ and learnΛng ac∷Λ Λ∷Λe∷, s∷¥den∷∷ rejec∷ the u∷e f techn l gQ a∷ beΛng ineffΛcΛen∷; and (4) d maΛn f s∷¥dQ i∷ the nlQ independen∷ varΛable tha∷ c n∷Λ∷∷en∷lQ affec∷∷ s∷¥den∷∷' c ncep∷Λ n∷ f in∷∷r¥c∷Λ nal in∷er en∷Λ n∷. (C n∷aΛn∷ 13 reference∷.) (SWC)

ED 408 937   IR 018 347

Ll Qd, Le∷, Ed.
Techn l gQ and TeachΛng.
PUB DATE- 97
NOTE- 366p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- D c¥men∷ N ∷ A aΛlable fr m EDRS.
PUB TYPE- B k∷ (010),C llec∷ed W rk∷ - General (020),Rep r∷∷ - De∷crΛp∷Λ e (Pr gram/Pr jec∷ De∷crΛp∷Λ n∷) (141)
DESCRIPTORS- Ca∷e S∷¥dΛe∷; Change; C mp¥∷er A∷∷Λ∷∷ed In∷∷r¥c∷Λ n; C mp¥∷er S f∷ are; *C mp¥∷er U∷e∷ in Ed¥ca∷Λ n; Federal AΛd; Gran∷∷; HΛgher Ed¥ca∷Λ n; *In∷∷r¥c∷Λ nal De el pmen∷; *In∷∷r¥c∷Λ nal Inn a∷Λ n; In∷∷r¥c∷Λ nal Ma∷erΛal∷; LearnΛng Ac∷Λ Λ∷Λe∷; Ma∷erΛal De el pmen∷; *M¥l∷ΛmedΛa In∷∷r¥c∷Λ n; *M¥l∷ΛmedΛa Ma∷erΛal∷; Pr fe∷∷Λ nal De el pmen∷; Techn l gΛcal Ad ancemen∷; W rld WΛde Web
IDENTIFIERS- Techn l gQ In∷egra∷Λ n

ThΛ∷ v l¥me i∷ a c mpΛla∷Λ n f chap∷er∷ bQ fac¥l∷Q fr m a varΛe∷Q f dΛ∷cΛplΛne∷ dem n∷∷ra∷Λng the u∷e f dΛfferen∷ m¥l∷ΛmedΛa in∷∷r¥c∷Λ n technΛq¥e∷ in rder t enhance the hΛgher ed¥ca∷Λ n cla∷∷r m e¤perΛence f r s∷¥den∷∷. The b k i∷ dΛ Λded in∷ fΛ e par∷∷: (1) General; (2) M¥l∷ΛmedΛa; (3) S f∷ are; (4) S f∷ are/Hard are; and (5) the Web. DΛ∷c¥∷∷Λ n incl¥de∷ the effec∷ f c mp¥∷er in∷egra∷Λ n n varΛ ¥∷ s¥bjec∷∷; techn l gΛcal change and ed¥ca∷Λ nal de el pmen∷; pr fe∷∷Λ nal de el pmen∷; need∷ a∷∷e∷∷men∷; de el pΛng a m¥l∷ΛmedΛa c mp¥∷er/ Λde en Λr nmen∷; c mp¥∷er sΛm¥la∷Λ n s f∷ are; c mp¥∷er ac∷Λ Λ∷Λe∷ in∷egra∷Λ n a∷ a re∷¥l∷ f federal gran∷∷; techn l gQ in c mp¥∷er c ncep∷∷ c ¥r∷e∷; pr fe∷∷ r∷ a∷ in∷∷r¥c∷Λ nal ma∷erΛal∷ de el per∷; p r∷able c mp¥∷er∷ in the cla∷∷r m; ad anced techn l gQ cla∷∷r m∷; and a W rld WΛde Web rΛ∷Λng   rk∷h p. (AEF)

ED 408 938   IR 018 348

H ll aQ, R ber∷ E an; And O∷her∷
Perf rmance A∷∷e∷∷men∷ f r Inf rma∷Λ n LΛ∷eracQ.
PUB DATE- 97
NOTE- 14p.; Paper pre∷en∷ed a∷ the Trea∷¥re M ¥n∷aΛn C nference (6∷h, P r∷land, OR, March 31-AprΛl 1, 1997).

Pr grammΛng (NLP) prac⁑Λ⁑Λ ner⁑. Acc rdΛng t the c ncep⁑ f NLP, a per⁑ n facΛng a s⁑Λmʮlʮ⁑ ha⁑ a reac⁑Λ n hΛch re⁑ʮl⁑⁑ fr m theΛr pa⁑⁑ e⁑perΛence, theΛr under⁑⁑andΛng, and theΛr traΛnΛng; the⁑e a⁑⁑ cΛa⁑Λ n⁑ c n⁑r l theΛr ac⁑Λ n⁑ and beha Λ r⁑, a⁑ b ⁑h the v lʮn⁑arQ and in lʮn⁑arQ le el⁑. In thΛ⁑ pr jec⁑, inf rma⁑Λ n n h sʮbjec⁑⁑ ere pr ce⁑⁑Λng inf rma⁑Λ n a⁑ dra n u⁑Λng the NLP calΛbra⁑Λ n technΛqʮe⁑ f eQe acce⁑⁑Λng, brea⁑hΛng, and skΛn c l r. The⁑e ere c rrela⁑ed Λ⁑h the aQ the s⁑ΛmʮlΛ ere pre⁑en⁑ed, the sʮbjec⁑'⁑ ch ⁑en pr ce⁑⁑Λng m dalΛ⁑Q, gender, le el f edʮca⁑Λ n, and age. Sʮbjec⁑⁑ in the fΛr⁑⁑ par⁑ ere 25 pe ple rangΛng in age fr m 16 t 53; in the sec nd par⁑, sʮbjec⁑⁑ ere 11 pe ple rangΛng in age fr m 5 t 16. Each sʮbjec⁑ par⁑ΛcΛpa⁑ed in a screenΛng in⁑er Λe and a⁑ then a⁑ked t (1) lΛ⁑⁑en t a 4-mΛnʮ⁑e aʮdΛ rec rdΛng f a tran⁑crΛbed radΛ drama, and (2) par⁑ΛcΛpa⁑e in a 3-mΛnʮ⁑e dΛal gʮe Λ⁑h t   c nfedera⁑e⁑ h   ere   rkΛng fr m a scrΛp⁑ de⁑Λgned t ac⁑Λ elQ in l e the sʮbjec⁑ em ⁑Λ nallQ. The be⁑⁑ indΛca⁑Λ n tha⁑ c me⁑ fr m the re⁑ʮl⁑⁑ i⁑ sʮpp r⁑ f r the idea tha⁑ pe ple u⁑e three m dalΛ⁑Λe⁑ f inf rma⁑Λ n pr ce⁑⁑Λng, hΛch sʮpp r⁑⁑ the c n⁑en⁑Λ n⁑ f NLP prac⁑Λ⁑Λ ner⁑ tha⁑ e are crea⁑ʮre⁑ f ʮr em ⁑Λ n⁑ and feelΛng⁑ a⁑ mʮch a⁑ f ʮr   rd⁑ and vΛ⁑ʮal image⁑ hen i⁑ c me⁑ t the in⁑ernal pr ce⁑⁑Λng f inf rma⁑Λ n. (C n⁑aΛn⁑ 15 reference⁑.) (AEF)

ED 408 954 IR 018 367

Lʮcek, LΛnda E.
DΛ er⁑Λ⁑Q in CQb rg Image⁑: A Ca⁑e S⁑ʮdQ f BarrQ Le Λn⁑ n'⁑ "T Q⁑."
PUB DATE- Jan 97
NOTE- 7p.; In: VΛ⁑Λ nQʮe⁑⁑: J ʮrneQ⁑ t ard VΛ⁑ʮal LΛ⁑eracQ. Selec⁑ed ReadΛng⁑ fr m the Annʮal C nference f the In⁑erna⁑Λ nal VΛ⁑ʮal LΛ⁑eracQ A⁑⁑ cΛa⁑Λ n (28⁑h, CheQenne, WQ mΛng, Oc⁑ ber, 1996); see IR 018 353. C n⁑aΛn⁑ ph ⁑ graph⁑ hΛch maQ n ⁑ repr dʮce clearlQ.
LANGUAGE- EnglΛ⁑h
EDRS PrΛce- MF01/PC01 Plʮ⁑ P ⁑⁑age.
PUB TYPE- Rep r⁑⁑ - Re⁑earch/TechnΛcal (143),Speeche⁑, C nference Paper⁑, "Paper⁑ Pre⁑en⁑ed a⁑..." (150)
DESCRIPTORS- *AnΛma⁑Λ n; *Charac⁑erΛΛa⁑Λ n; C mpʮ⁑er A⁑⁑Λ⁑ʮde⁑; *FΛlm⁑; Man MachΛne SQ⁑⁑em⁑; Me⁑aph r⁑; P pʮlar Cʮl⁑ʮre; *ScΛence and S cΛe⁑Q; Techn l gQ; *T Q⁑
IDENTIFIERS- *CQb rg⁑; FΛlm Re Λe ⁑; VΛ⁑ʮal ImagerQ

A⁑⁑ cΛa⁑ed Λ⁑h the cʮl⁑ʮral paradΛgm f p ⁑⁑m dernΛ⁑m, the cQb rg, in i⁑⁑ nʮmer ʮ⁑ a⁑pec⁑⁑, ha⁑ bec me a pred mΛnan⁑ me⁑aph r u⁑ed t de⁑crΛbe the rela⁑Λ n⁑hΛp be⁑ een hʮmanΛ⁑Q and techn l gQ in p ⁑⁑-Λndʮ⁑⁑rΛal inf rma⁑Λ n s cΛe⁑Λe⁑. ThΛ⁑ ca⁑e s⁑ʮdQ f BarrQ Le Λn⁑ n'⁑ 1992 c medQ fΛlm, "T Q⁑," dem n⁑⁑ra⁑e⁑ s me f the manQ face⁑⁑ f the cQb rg. The theme tha⁑ rʮn⁑ thr ʮgh ʮ⁑ the fΛlm and the ne thΛng tha⁑ all the "Ze ⁑" appear t share in c mm n i⁑ theΛr l e f gadge⁑rQ, r t Q⁑. Wha⁑ dΛffer⁑ be⁑ een the mΛlΛ⁑arQ Ze ⁑ and the cΛ ΛlΛan Ze ⁑ are theΛr c ncep⁑Λ n⁑ f ha⁑ make⁑ a g d t Q, and ha⁑ a t Q sh ʮld be g d f r. I⁑ i⁑ theΛr mʮ⁑ʮal l e f techn l gQ tha⁑ make⁑ them all e⁑cep⁑Λ nal candΛda⁑e⁑ f r cQb rΛΛa⁑Λ n. The cen⁑ral me⁑⁑age f the fΛlm i⁑ pre⁑en⁑ed in i⁑⁑ fΛr⁑⁑ lΛne hΛch i⁑, "If I cann ⁑ brΛng Q ʮ c mf r⁑, then a⁑ lea⁑⁑ I brΛng Q ʮ h pe..." A de⁑crΛp⁑Λ n f s me f the cQb rgΛΛa⁑Λ n indΛca⁑ r⁑ pre⁑en⁑ in the fΛlm'⁑ charac⁑er⁑ i⁑ pr Λded. NΛne fΛgʮre⁑ pre⁑en⁑ repr dʮc⁑Λ n⁑ f the charac⁑er⁑ and a table f charac⁑er⁑ and theΛr cQb rg indΛca⁑ r⁑. (C n⁑aΛn⁑ 12 reference⁑.) (AEF)

ED 408 955 IR 018 368

participants in the system; in this case, students and instructors are the receivers (customers) of the development effort. The environment consists of traditional sketching tools and access Web-enabled computers for the customers. Processes related to the sketching course content include psychomotor, affective, and cognitive knowledge activities. Technology manifests itself in the form of Web-enabled computers, browser software, and printers for instructors and students. The course developer needs supporting electronic data files, HTML translation software, image mapping software, ftp software, and other specialty software. The combination of Microsoft NT or Windows 95 and the Web authoring aid FrontPage provide the technology components necessary to create and distribute Web-based instructional materials. The next step is for course developers to create and distribute customized learning environments that are visually rich and dynamic. A proposed "Just-In-Time-Training" (JITT) system would include an Internet component comprised of user information services, a private intranet for class-specific information like grades and personal data, and a development area where the project testing and experimentation would reside. (AEF)

ED 408 972 IR 018 385

Burton, Terry
Attaining Visual Literacy Using Simplified Graphics in Industry.
PUB DATE- Jan 97
NOTE- 11p.; In: Vision Quest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Design; Computer Graphics; Computer Software; *Delivery Systems; Document Delivery; Documentation; *Engineering Graphics; Industry; Information Technology; *Systems Approach; Total Quality Management; *Visual Literacy
IDENTIFIERS- Corporate Users; ISO 9000; Just in Time Systems

In the current milieu of ISO 9000 certification, just-in-time engineering (JIT), demand flow technology (DFT), and total quality management (TQM), industry is attempting to implement available technology for the creation, control, and delivery of documentation. In most cases, their efforts are in need of outside resources to analyze, develop, propose and implement usable solutions. This paper addresses the need for a graphic engineering system to distribute graphic products of computer-aided drafting (CAD); it reveals a single solution by outside contracted resources, to quantify, justify, create, and deliver three- dimensional modeling-based graphics into a systematic communication environment. Software and hardware delivery systems in graphic engineering are presented in support of communication instruments required for manufacturing and assembly processes. Examples are presented, with supporting data, as evidence of the value that a simplified graphics system approach has on visual literacy in industry. (Author/AEF)

ED 408 973 IR 018 386

Moriarty, Sandra E.; Kenney, Keith
A Philosophical Discussion of Representation.

nlΛne and prΛn::ed re:: ¥rce ma::erΛal::; a sec nd e al¥a::Λ n in::::r¥men:: c n::aΛned 57 q¥e::::Λ n:: tha:: ere embedded in the ca::eg rΛe:: f de::Λgn, graphΛc::, te:::, and c l r. The::e ca::eg rΛe:: ere dΛ Λded in:: ae::::he::Λc:: and f¥nc::Λ nalΛ::Q. InΛ::Λal da::a analQ::Λ:: indΛca::e:: a Λde range f q¥alΛ::Q in all the sΛ::e::. The c mmercΛal sΛ::e:: de el ped bQ pr fe::::Λ nal:: c n::aΛned anΛma::Λ n:: and s phΛ::::Λca::ed graphΛc:: hΛch me:: the e al¥a::Λ n crΛ::erΛa, b¥:: tended t targe:: a narr gr ¥p f pe ple; s me f the Web page:: ere ell de::Λgned and me:: the need:: f the general u::er. E al¥a::Λ n f the prΛn::ed and nlΛne ma::erΛal:: indΛca::e:: a s::r ng agreemen:: in the u::e f h t crea::e in HTML lang¥age and the technΛcal a::pec::: f u::Λng specΛfΛc image f rma::: f r W rld WΛde Web p¥blΛ::hΛng. (C n::aΛn:: 22 reference::.) (AEF)

ED 408 991 IR 018 404

Kn¥pfer, NancQ Nel:: n; And O::her::
VΛ::¥alΛΛΛng In::::r¥c::Λ nal De::Λgn: The P ::en::Λal f DQnamΛc C mp¥::er Pre::en::a::Λ n::.
PUB DATE- Jan 97
NOTE- 10p.; In: VΛ::Λ nQ¥e::::: J ¥rneQ:: t ard VΛ::¥al LΛ::eracQ. Selec::ed ReadΛng:: fr m the Ann¥al C nference f the In::erna::Λ nal VΛ::¥al LΛ::eracQ A:::: cΛa::Λ n (28::h, CheQenne, WQ mΛng, Oc:: ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P :::age.
PUB TYPE- Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- C mp¥::er A::::Λ::::ed In::::r¥c::Λ n; *C mp¥::er GraphΛc::; Grad¥a::e S::¥den:::; HΛgher Ed¥ca::Λ n; *In::::r¥c::Λ nal De::Λgn; In::r d¥c:: rQ C ¥r::e::; M del::; *S::¥den:: De el ped Ma::erΛal::; *VΛ::¥al AΛd::; *VΛ::¥al LearnΛng

Grad¥a::e s::¥den::: f::en ha e dΛffΛc¥l::Q under::::andΛng the c ncep::: behΛnd the varΛ ¥:: m del:: f in::::r¥c::Λ nal de::Λgn (ID). In rder t help s::¥den::: in an in::r d¥c:: rQ ID c ¥r::e c me t a be::::er under::::andΛng f the sΛmΛlarΛ::Λe:: and dΛfference:: be:: een varΛ ¥:: in::::r¥c::Λ nal m del::, the m del:: ere de el ped in:: dQnamΛc c mp¥::er graphΛc:: t u::e Λ::hΛn a cla::: se::::Λng. The pr jec::: de::crΛbed in thΛ:: paper repre::en:: a serΛe:: f s::ep:: taken t de el p vΛ::¥al learnΛng ma::erΛal:: tha:: enhance s::¥den:: under::::andΛng f the s¥bjec:: ma::::er Λ::hΛn the lΛmΛ::ed am ¥n:: f cla::: tΛme a aΛlable. Each repre::en::: a dΛfferen:: appr ach t de el pΛng vΛ::¥allQ rΛch and in::erac::Λ e c mp¥::er-ba::ed ma::erΛal::. F ¥r pr jec::: are de::crΛbed in thΛ:: paper in term:: f t pΛc selec::Λ n, de::Λgn fea::¥re::, le::: n:: learned, and s¥gge::::Λ n:: f r impr emen::. The pr jec::: f c¥:: n: (1) c ncep:: clarΛ::Q; (2) c l r c dΛng; (3) ae::::he::Λc::; and (4) shape:: and te:::¥re::. (AEF)

ED 408 992 IR 018 405

Kn¥pfer, NancQ Nel:: n; And O::her::
O¥:: f the PΛc::¥re, O¥:: f the Cl¥b: Techn l gQ, Ma::: MedΛa, S cΛe::Q, and Gender.
PUB DATE- Jan 97
NOTE- 9p.; In: VΛ::Λ nQ¥e::::: J ¥rneQ:: t ard VΛ::¥al LΛ::eracQ. Selec::ed ReadΛng:: fr m the Ann¥al C nference f the In::erna::Λ nal VΛ::¥al LΛ::eracQ A:::: cΛa::Λ n (28::h, CheQenne, WQ mΛng, Oc:: ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P :::age.
PUB TYPE- Rep r::: - E al¥a::Λ e/Fea::ΛbΛlΛ::Q (142),Speeche::,

specialists to the Internet, addressing their distinct needs and the unique relationship that exists between media specialists, their students, and classroom colleagues. The book explains how to incorporate the Internet into the media center, cites exemplary World Wide Web sites for media specialists, and covers the following topics: how to connect to the Internet; Internet tools and how to use them; the best ways to browse the World Wide Web and retrieve useful information; the basics of home page development; listservs and USENET newsgroups for the school library media specialist; how to develop and evaluate Internet-based instructional activities--with illustrations of actual Internet use--and strategies for promoting responsible student use of the Internet. The book is divided into four parts and contains the following chapters: (1) "The Internet and Education"; (2) "Why Explore the Internet?" (3) "Establishing Internet Access"; (4) "Internet Tools"; (5) "The World Wide Web"; (6) "Learning from Your Colleagues"; (7) "Program Planning and Evaluation"; (8) "Transforming Traditional Services"; and (9) "From Safety Net to Safe Net." Appendices include: "Thinking Critically about World Wide Web Resources" (Esther Grassian)--a guide for evaluating World Wide Web resources; a sample Internet acceptable use policy (from District 861, Winona, MN); a selective subject list of World Wide Web resources; a glossary of terms; a bibliography of recommended titles; and an index. (Contains 69 references.) (Author/SWC)

ED 409 009 IR 056 400

Ogg, Harold C.
Introduction to the Use of Computers in Libraries: A Textbook for the Non-Technical Student.
PUB DATE- 97
NOTE- 323p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computer Literacy; Computer Networks; Computer Software; *Computer Uses in Education; Databases; Dial Access Information Systems; Libraries; *Library Automation; *Microcomputers; Online Catalogs; Online Searching; Optical Data Disks; Programming Languages; Search Strategies; Spreadsheets; Users (Information); Word Processing
IDENTIFIERS- Computer Operating Systems; *Computer Use; Graphical User Interfaces; Technology Integration; User Training

This book outlines computing and information science from the perspective of what librarians and educators need to do with computer technology and how it can help them perform their jobs more efficiently. It provides practical explanations and library applications for non-technical users of desktop computers and other library automation tools. Basic computer science concepts are highlighted in boldface type throughout the book. The book contains the following chapters: (1) Fundamental Concepts; (2) Applications Programs and Public Domain Software; (3) Word Processors and Printed Output Data Representation; (4) Spreadsheets; (5) Databases; (6) Operating Systems; (7) Computing Platforms and Graphical User Interfaces; (8) Programming Languages; (9) Desktop Publishing and Optical Character Recognition; (10) Specialty Software; (11) CD-ROMs and CD-ROM Networks; (12) Public Access Computers; (13) Automated Circulation Systems and Public Access Catalogs; (14) Library Systems Analysis; (15) Local Area Networks and Peer-to-Peer Networks; (16) Dial Access Facilities; and (17) Boolean ere ga::hered thr ¼gh teleph ne in::er Λe :: Λ::h c llege admΛnΛ::::ra:: r:: and q¼e::::Λ nnaΛre:: c mple::ed bQ s::¼den:::: in selec::ed cla:::: sec::Λ n::. In addΛ::Λ n, fac¼l::Q a:: the c llege:: ere s¼r eQed and a tQp l gQ a:: de Λ::ed ba::ed n theΛr re::p n::e::, ca::eg rΛΛΛng fac¼l::Q a:: rganΛΛa::Λ nal affΛlΛa::ed, pr fe::::Λ nallQ affΛlΛa::ed, r unaffΛlΛa::ed. The s::¼dQ f ¼nd tha:: s::¼den:::: a:: c llege:: Λ::h hΛgh tran::fer ra::e:: ere m re lΛkelQ t be readQ f r c llege-le el EnglΛ::h and ma::hema::Λc:: and t ha e s::a::ed tran::fer a:: an ed¼ca::Λ nal g al. In addΛ::Λ n, fac¼l::Q ca::eg rΛΛed a:: rganΛΛa::Λ nal affΛlΛa::ed ere repre::en::ed t a grea::er degree than anQ ::her tQpe a:: c llege:: Λ::h hΛgh tran::fer ra::e::. C n::aΛn:: 60 reference::. AppendΛ=e:: pr Λde re::¼l:::: fr m a pΛl :: s::¼dQ f the fac¼l::Q tQp l gQ, the q¼e::::Λ nnaΛre:: and c er le::::er::, a lΛ:::: f lΛberal and n n-lΛberal ar:::: dΛ::cΛplΛne::, and da::a table::. (HAA)

ED 409 027 JC 970 301

Pen::ac la J¼nΛ r C llege In::::Λ::¼::Λ nal Effec::Λ ene:::: Pr gre:::: Rep r::, 1993 (1992-1993 AcademΛc Year). Pr gre::::-:: -Da::e.
PUB DATE- 15 N 93
NOTE- 54p.; Rep r:: Λ:: prΛn::ed n c l red paper.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC03 Pl¼:: P ::::age.
PUB TYPE- Rep r:::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141)
DESCRIPTORS- C llege C¼rrΛc¼l¼m; *C llege O¼::c me:: A::::e::::men::; C mm¼nΛ::Q C llege::; E al¼a::Λ n CrΛ::erΛa; In::::r¼c::Λ nal Effec::Λ ene::::; *OrganΛΛa::Λ nal Objec::Λ e::; *Sch l Effec::Λ ene::::; *Self E al¼a::Λ n (Gr ¼p::); S::¼den:: Per:: nnel Ser Λce::; T Year C llege::
IDENTIFIERS- *Pen::ac la J¼nΛ r C llege FL

ThΛ:: rep r:: incl¼de:: c mprehen::Λ e g al, bjec::Λ e and indΛca:: r ::a::emen:: da::a; analQ::Λ:: f indΛca:: r::; c ncl¼::Λ n::; and rec mmenda::Λ n::. Be:: een 1990 and 1993, Fl rΛda'::: Pen::ac la J¼nΛ r C llege (PJC) de el ped an a::::e::::men:: plan f r in::::Λ::¼::Λ nal effec::Λ ene:::: tha:: de::ermΛned 53 g al::, 145 bjec::Λ e::, and 238 indΛca:: r:: f r the f ll Λng 16 f¼nc::Λ n area::: admΛ::::Λ n::, c mple::Λ n req¼Λremen::::, the c¼rrΛc¼l¼m, c mm¼nΛ::Q pr gram::, fac¼l::Q q¼alΛ::Q and de el pmen::, learnΛng re:: ¼rce::, in::::r¼c::Λ nal s¼pp r::, c mp¼::er re:: ¼rce::, rganΛΛa::Λ n and admΛnΛ::::ra::Λ n, fΛnancΛal re:: ¼rce::, phQ::Λcal re:: ¼rce::, gran::::, in::::r¼c::Λ nal effec::Λ ene::::, in::::Λ::¼::Λ nal ad ancemen::, in::::Λ::¼::Λ nal re::earch, and s::¼den:: de el pmen:: ser Λce::. In sprΛng 1993, PJC under:: k an inΛ::Λal r¼n f the plan t e=amΛne ¼::c me:: f r 1992-93, Λ::h area s¼per Λ:: r:: rep r::Λng n a:: lea:::: ne bjec::Λ e and indΛca:: r. Re::¼l:::: f the pr ce:::: incl¼ded the f ll Λng: (1) ¼::c me:: ere rep r::ed f r 83 indΛca:: r::, 56 f hΛch ere f¼llQ me:: in term:: f de::Λgna::ed le el:: f perf rmance; (2) 7 dΛd n :: mee:: the specΛfΛed ::andard::, Λ::h the maj rΛ::Q f the::e beΛng da::a-ra::her than s¼r eQ-ba::ed; and (3) 20 indΛca:: r:: ere deferred f r re Λe in 1993-94. A:: a re::¼l::, i:: a:: rec mmended tha:: the pr ce:::: be c n::Λn¼ed in 1993-94 and tha:: i:: be sΛmplΛfΛed t red¼ce the n¼mber f indΛca:: r::. A c mple::e lΛ:::: f g al::, bjec::Λ e::, and indΛca:: r:: bQ f¼nc::Λ n area i:: incl¼ded. Table:: f ¼::c me:: f r the indΛca:: r:: are a::::ached. (HAA)

ED 409 028 JC 970 302

Ab::::rac::ed Da::a fr m the ACT S::¼den:: OpΛnΛ n S¼r eQ (2-Year C llege F rm), Pen::ac la J¼nΛ r C llege, SprΛng 1992.
PUB DATE- 1 Oc:: 93
NOTE- 11p.; Rep r:: Λ:: prΛn::ed n c l red paper.

Training; *Labor Force Development; *Organizational Objectives; Partnerships in Education; *School Community Relationship; Strategic Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- Pulaski Technical College AR

Intended as a long-range agenda for Arkansas' Pulaski Technical College (PTC), this plan describes the planning process used at the college, sets forth college goals through the year 2005, and reviews strategies to help the college achieve its goals. Following introductory sections, the educational and training needs of Central Arkansas are discussed, focusing on economic characteristics, demographic trends, state and federal educational policies, and the activities of area educational institutions. A brief status report is then provided of progress made by PTC between 1991 and 1997 and the college's mission, vision, and goals for the year 2005 are presented. Current and future strategies are then provided for achieving the following institutional goals: (1) meeting workforce development needs; (2) providing access to higher education; (3) ensuring student success; (4) providing a quality learning environment, including effective teaching and learning, state-of-the-art facilities, and strong academic and student support services; (5) maintaining educational partnerships with school districts, other colleges, and universities; (6) providing continuing education and community services; (7) maintaining productivity and cost-effectiveness; and (8) developing resources to support programs and services. Finally, a brief discussion of methods for implementing and evaluating the plan is provided. The PTC mission is appended. (TGI)

ED 409 046 JC 970 361

Runde, Dennis C.
The Effects of Using the TI-92 on Basic College Algebra Students' Ability To Solve Word Problems.
PUB DATE- Jun 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Calculators; *College Mathematics; Community Colleges; Comparative Analysis; *Heuristics; Instructional Improvement; *Mathematics Instruction; Outcomes of Education; Pretests Posttests; Teaching Methods; Two Year Colleges; *Word Problems (Mathematics)

As part of an effort to improve community college algebra students' ability to solve word problems, a study was undertaken at Florida's Manatee Community College to determine the effects of using heuristic instruction (i.e., providing general rules for solving different types of math problems) in combination with the TI-92 calculator. The TI-92 combines the capabilities of a computer algebra system, which has shown potential in improving students' problem solving ability, and the portability of a calculator. The study involved two sections of basic college algebra students. Although both groups received explicit heuristic instruction, the control group solved equations by hand and the treatment group used the TI-92. Pre- and post-tests were administered to both groups to determine the effects of instruction. Analysis of covariance on post-test scores, using pretest scores as a covariate, indicated that the treatment group scored significantly higher than the control group, but no significant differences were found between males and females. The pre- and post-tests; a scoring rubric; and tables showing mean pre- and post-test scores by group, mean pre- and post-test scores by gender, and

IL, April 19-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); *College Planning; Community Colleges; *Consultants; *Consultation Programs; Organizational Development; *School Visitation; *Self Evaluation (Groups); Two Year Colleges

In February 1995, Arkansas' Mid-South Community College was granted initial candidacy status for accreditation with the North Central Association (NCA). Following the evaluation visit, college personnel realized that they had been overly concerned about achieving immediate satisfaction of the NCA's General Institutional Requirements and Criteria for accreditation and not sufficiently prepared to benefit from the visit. Therefore, for a second evaluation visit in November 1996 for continued candidacy, the college developed a formative approach to evaluation that focused on the candidacy process as one of learning and growth to refine and fulfill the college's mission. One of the key elements of this approach were efforts made to gain the NCA evaluator's help in determining ways to address problems identified during the visit. Self-study committee chairs, faculty, and administrators identified specific topics to discuss with the evaluator, related to how well the college had addressed previous problem areas and strategies for using assessment data in effecting curricular and instructional improvements. The NCA evaluator acted as consultant to the college, charging the NCA per diem rate and undertaking a "mock" visit prior to the second evaluation visit. In using such an approach, the college leadership should set a positive tone for the process and encourage all constituencies to be open and candid in conversations with visit team members. (HAA)

ED 409 065 JC 970 382

Hopper, Peggy F.; And Others
Success Rate of Developmental vs. Nondevelopmental Students in Freshmen College Level English.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Basic Writing; Community Colleges; Comparative Analysis; *Developmental Studies Programs; *English Instruction; *Freshman Composition; *Outcomes of Education; Program Effectiveness; *Remedial Instruction; Remedial Programs; Tables (Data); Two Year Colleges; Withdrawal (Education)

Research has found evidence for the validity of remedial and developmental English courses in preparing students to pass freshman-level English courses. To determine whether similar validity could be demonstrated for remedial and developmental English courses at Tennessee's Walters State Community College, the percentage of former remedial and developmental English students who passed freshman English Composition 1010 in fall 1993 was compared to the percentage of nondevelopmental English 1010 students who passed. Results indicated that there was a statistically significant difference in percentages of developmental and nondevelopmental students who passed, with

IDENTIFIERS- *FamΛlQ H ¥r (Tele Λ∷Λ n); Tele Λ∷Λ n Ne∷ rk∷

Th∧∷ serΛe∷ f s∷¥dΛe∷ f c¥∷ed n the c n∷en∷ f tele Λ∷Λ n pr grammΛng ab ¥∷ se¤¥al ac∷Λ Λ∷Q and se¤¥al rela∷Λ n∷hΛp∷, e¤amΛnΛng ha∷ me∷∷age∷ are c mm¥nΛca∷ed in the s -called "famΛlQ h ¥r," the fΛr∷∷ h ¥r f prΛme tΛme br adca∷∷ tele Λ∷Λ n (8-9 p.m. in m ∷∷ area∷ f the c ¥n∷rQ). FΛr∷∷, a c n∷en∷ analQ∷Λ∷ d c¥men∷ed the na∷¥re f se¤¥al me∷∷age∷ aΛrΛng d¥rΛng thΛ∷ perΛ d. Sec nd, a serΛe∷ f f c¥∷ gr ¥p∷ Λ∷h chΛldren age 8 t 13 rec rded theΛr re∷p n∷e∷ t famΛlQ h ¥r pr gram∷ c n∷aΛnΛng se¤¥al c n∷en∷; and thΛrd, a na∷Λ nal s¥r eQ ga∷hered paren∷al pΛnΛ n ab ¥∷ the famΛlQ h ¥r and the i∷∷¥e f se¤ n TV. KeQ fΛndΛng∷ fr m the c n∷en∷ analQ∷Λ∷ are: (1) tele Λ∷Λ n pr gram∷ br adca∷∷ d¥rΛng the famΛlQ h ¥r c n∷aΛn a sΛgnΛfΛcan∷ am ¥n∷ f se¤¥al c n∷en∷, far m re than a∷ br adca∷∷ d¥rΛng the pre Λ ¥∷ t decade∷; (2) m ∷∷ f the se¤¥al beha Λ r i∷ rela∷Λ elQ m de∷∷, Λ∷h n ∷able e¤cep∷Λ n∷; and (3) a feÑ sh ∷ d a g d j b f empha∷ΛΛΛng the rΛk∷ and re∷p n∷ΛbΛlΛ∷Λe∷ f se¤¥al ac∷Λ Λ∷Q. KeQ fΛndΛng∷ fr m the f c¥∷ gr ¥p∷ are: (1) m ∷∷ f the lder chΛldren, and a∷ lea∷∷ s me f the Q ¥nge∷∷, under∷∷ d the se¤¥al c n∷en∷, e en the j ke∷ and inn¥end e∷ ab ¥∷ se¤; (2) m ∷∷ f the chΛldren under∷∷ d and enj Qed the pr gram∷ Λ∷h clear, p ∷Λ∷Λ e me∷∷age∷; and (3) sh ∷ Λ∷h mΛ¤ed me∷∷age∷ lef∷ chΛldren c nf¥∷ed. FΛnallQ, keQ fΛndΛng∷ fr m the p¥blΛc pΛnΛ n s¥r eQ are: (1) the am ¥n∷ f se¤¥al c n∷en∷ n TV rrΛe∷ paren∷∷ a∷ m¥ch a∷, if n ∷ m re than, vΛ len∷ c n∷en∷; (2) chΛldren f∷en a∷ch TV al ne, and s me∷Λme∷ a∷ch sh ∷ tha∷ theΛr paren∷∷ d n ∷ kn ab ¥∷; and (3) paren∷∷ gΛ e TV s me credΛ∷ f r pre∷en∷Λng se¤¥al i∷∷¥e∷ re∷p n∷ΛblQ. (EV)

ED 409 084 PS 025 037

Chen, MΛl∷ n
Tele Λ∷Λ n a∷ a T l: TalkΛng Λ∷h KΛd∷ ab ¥∷ TV.
SPONS. AGENCY- HenrQ J. KaΛ∷er FamΛlQ F ¥nda∷Λ n, Menl Park, CA.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl¥∷ P ∷∷age.
PUB TYPE- G¥Λde∷/Me∷h d∷/TechnΛq¥e∷ (F r Prac∷Λ∷Λ ner∷) - N n-Cla∷∷r m U∷e (F r AdmΛnΛ∷∷ra∷Λ e and S¥pp r∷ S∷aff, and f r Teacher∷, Paren∷∷, ClergQ, e∷c. in N n-Cla∷∷r m sΛ∷¥a∷Λ n∷) (055)
DESCRIPTORS- *ChΛldren∷ Tele Λ∷Λ n; Ma∷∷ MedΛa Effec∷∷; *Paren∷ ChΛld Rela∷Λ n∷hΛp; *Paren∷ Ma∷erΛal∷; Paren∷ Re∷p n∷ΛbΛlΛ∷Q; Paren∷Λng SkΛll∷; Pr grammΛng (Br adca∷∷); Se¤¥alΛ∷Q; *Tele Λ∷Λ n VΛeÑΛng; VΛ lence

M ∷∷ chΛldren spend m re tΛme Λ∷h medΛa than in sch l and m¥ch m re tΛme Λ∷h medΛa than in meanΛngf¥l c n er∷a∷Λ n Λ∷h theΛr paren∷∷. Recen∷ re∷earch dem n∷∷ra∷e∷ h the medΛa ac∷ a∷ p erf¥l infl¥ence∷ n chΛldren'∷ de el pmen∷-- n theΛr beha Λ r∷, a∷∷Λ∷¥de∷, lang¥age, and val¥e∷--fr m the earlΛe∷∷ age∷. ThΛ∷ b kle∷ i∷ in∷ended t help paren∷∷ u∷e tele Λ∷Λ n t pr m ∷e famΛlQ in∷erac∷Λ n and c mm¥nΛca∷e imp r∷an∷ le∷∷ n∷. I∷ c n∷aΛn∷ se eral tΛp∷ n talkΛng Λ∷h kΛd∷ ab ¥∷ tele Λ∷Λ n: (1) s∷ar∷ earlQ in talkΛng Λ∷h kΛd∷ ab ¥∷ the TV, m Λe∷, and ∷her medΛa theQ u∷e; (2) p¥∷ Q ¥r famΛlQ n a famΛlQ TV dΛe∷; (3) talk Λ∷h Q ¥r chΛldren ab ¥∷ se∷∷Λng TV r¥le∷ f r the famΛlQ; (4) in the famΛlQ TV dΛe∷, crea∷e balanced TV meal∷ Λ∷h Q ¥r chΛldren; (5) fΛnd "famΛlQ e¤ercΛ∷e∷" t acc mpanQ Q ¥r famΛlQ TV dΛe∷; (6) help Q ¥r chΛld "∷ee thr ¥gh TV"; (7) make i∷ a p Λn∷ t a∷ch pr gram∷ Λ∷h Q ¥r chΛldren hene er p ∷∷Λble; (8) l k f r specΛal pr gram∷ tha∷ help Q ¥ng pe ple deal Λ∷h "h ∷ b¥∷∷ n" t pΛc∷

under::andΛng f specΛfΛc famΛlQ s¥pp r:: c ncep:::. The traΛnΛng appeared t b¥Λld a f ¥nda::Λ n t s¥pp r:: f¥::¥re s::ra::egΛe:: t enhance famΛlQ-cen::ered prac::Λce. A par::Λc¥larlQ sΛgnΛfΛcan:: ¥::c me f the prac::Λc¥m a:: the de el pmen:: f a dΛ::c¥:::Λ n paper, "M Λng t ard:: FamΛlQ-Cen::ered DaQ Care." (SΛ¤ appendΛce:: pre::en:: hΛghlΛgh::: f traΛnΛng se:::Λ n::, the dΛ::c¥:::Λ n paper n famΛlQ-cen::ered chΛld care, be:: prac::Λce::, a ca::e s::¥dQ, e al¥a::Λ n f rm::, and feedback f rm::. C n::aΛn:: 40 reference::.) (SD)

ED 409 103 PS 025 562

BallΛ, Sandra J.
When M m and Dad Help: S::¥den:: Reflec::Λ n:: n Paren:: In l emen:: Λ::h H meñ rk.
PUB DATE- Apr 97
NOTE- 16p.; Paper pre::en::ed a:: the Ann¥al Mee::Λng f the AmerΛcan Ed¥ca::Λ n Re::earch A::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P :::age.
PUB TYPE- Rep r::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Grade 6; *H meñ rk; In::ermedΛa::e Grade::; Ma::hema::Λc:: In:::r¥c::Λ n; *MΛddle Sch l::; *Paren:: Par::ΛcΛpa::Λ n; Paren:: S::¥den:: Rela::Λ n::hΛp; Paren:: Teacher C pera::Λ n; Paren::: a:: Teacher::; *S::¥den:: A:::Λ::¥de::
IDENTIFIERS- De el pmen::allQ Appr prΛa::e Pr gram::
M ::: chΛldren d n :: c me h me fr m sch l emp::Q-handed, b¥:: laden Λ::h ne r m re a:::Λgnmen::: t be c mple::ed a:: h me and re::¥rned t sch l the ne:: daQ. Re::earch s¥gge:::: tha:: paren::al in l emen:: Λ::h h me rk can enable and enhance i::: p ::Λ::Λ e effec::. ThΛ:: s::¥dQ in e:::Λga::ed mΛddle-grade:: s::¥den:::' percep::Λ n:: ab ¥:: paren::al in l emen:: Λ::h h me rk. SΛ¤::h-grade s::¥den::: (n=67) c mple::ed 20 ma::hema::Λc:: h meñ rk a:::Λgnmen::: de::Λgned t in l e paren::: and then c mple::ed a s¥r eQ incl¥dΛng e¤plana::Λ n:: ab ¥:: theΛr e¤perΛence::. Re::¥l::: f the s¥r eQ indΛca::ed tha:: a sΛgnΛfΛcan:: n¥mber f the::e s::¥den::: belΛe e theQ d be:::er in sch l hen theΛr paren::: help them Λ::h h meñ rk. Ne er::hele:::, s::¥den::: rep r::ed mΛ¤ed percep::Λ n:: ab ¥:: h m¥ch theQ enj Qed rkΛng Λ::h theΛr paren:::. ManQ percep::Λ n:: f c¥::ed n the e¤::en:: t hΛch paren::: eΛ::her facΛlΛ::a::ed r c nf¥::ed the s::¥den:::' under::andΛng f h meñ rk c ncep:::, and the p ::Λ::Λ e r nega::Λ e effec:: a::: cΛa::ed Λ::h paren::-chΛld in::erac::Λ n::. Re::¥l::: s¥gge:::ed tha:: ed¥ca:: r:: sh ¥ld e¤pl re aQ:: t s¥pp r:: paren:::' under::andΛng f h me rk c ncep::: and the u::e f de el pmen::allQ appr prΛa::e s::ra::egΛe:: f r helpΛng theΛr chΛldren Λ::h h me rk. (C n::aΛn:: 12 reference::.) (A¥::h r/EV)

ED 409 104 PS 025 563

G ldberg, SallQ
Paren:: In l emen:: BegΛn:: a:: BΛr::h: C llab ra::Λ n be::ñeen Paren::: and Teacher:: f ChΛldren in the EarlQ Year::.
PUB DATE- 97
NOTE- 208p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¥men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),G¥Λde::/Me::h d::/TechnΛq¥e:: (F r Prac::Λ::Λ ner::) - N n-Cla:::r m U::e (F r AdmΛnΛ:::ra::Λ e and S¥pp r:: S::aff, and f r Teacher::, Paren:::, ClergQ, e::c. in N n-Cla:::r m sΛ::¥a::Λ n::) (055)
DESCRIPTORS- A:::en::Λ n DefΛcΛ:: DΛ:: rder::; *ChΛld De el pmen::; ChΛld RearΛng; H me In:::r¥c::Λ n; Infan:::; Paren:: ChΛld

abΛlΛ::Λe:: and theΛr achΛe emen:: in French, b¥:: n :: be:: een chΛldren':: n n erbal abΛlΛ::Λe:: and theΛr achΛe emen:: in ma::hema::Λc::. A nega::Λ e rela::Λ n be:: een the d¥ra::Λ n f prΛmarQ paren:: in l emen:: Λ::h h me rk and chΛldren':: achΛe emen:: in French and ma::hema::Λc:: a:: b::er ed. Da::a al:: indΛca::ed a p ::Λ::Λ e rela::Λ n be:: een the q¥alΛ::Q f in l emen:: Λ::h h meñ rk f the sec ndarQ paren::: and chΛldren':: achΛe emen::. The q¥alΛ::Q f in l emen:: bQ the sec ndarQ paren:: a:: the nlQ varΛable tha:: ac::ed a:: a m dera:: r be::ñeen chΛldren':: verbal abΛlΛ::Λe:: and theΛr achΛe emen:: in French. Re::¥l::: s¥gge:::ed tha:: b ::h paren::: ha e c mplemen::arQ r le:: in s¥pp r::Λng theΛr chΛld':: sch l-rela::ed ac::Λ Λ::Λe::. (C n::aΛn:: 19 reference::.) (A¥::h r)

ED 409 121 PS 025 643

Kagan, Shar n L., Ed.; C hen, NancQ E., Ed.
ReΛn en::Λng EarlQ Care and Ed¥ca::Λ n: A VΛ::Λ n f r a Q¥alΛ::Q SQ:::em.
PUB DATE- 96
NOTE- 365p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- D c¥men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),C llec::ed W rk:: - General (020)
DESCRIPTORS- Cer::ΛfΛca::Λ n; *Change S::ra::egΛe::; CΛ::ΛΛen Par::ΛcΛpa::Λ n; C mm¥nΛ::Q Ac::Λ n; *DaQ Care; *EarlQ ChΛldh d Ed¥ca::Λ n; *Ed¥ca::Λ nal Change; *Ed¥ca::Λ nal Impr emen::; *Ed¥ca::Λ nal Q¥alΛ::Q; FamΛlQ DaQ Care; FΛnance Ref rm; FΛnancΛal S¥pp r::; G ernance; G ernmen:: R le; Paren:: A:::Λ::¥de::; Pr fe:::Λ nal De el pmen::; Pr fe:::Λ nal TraΛnΛng; P¥blΛc P lΛcQ
IDENTIFIERS- DaQ Care Q¥alΛ::Q; *Q¥alΛ::Q f Care

Al::h ¥gh earlQ care and ed¥ca::Λ n ha e gaΛned s me m men::¥m in recen:: Qear::, sh r::fall:: in q¥alΛ::Q are ::Λll per a::Λ e. ThΛ:: b k defΛne:: the elemen::: f a hΛgh-q¥alΛ::Q sQ:::em and s¥gge::: ::ra::egΛe:: f r impr emen::. Fr n::ma:::er incl¥de:: a preface, edΛ:: r::' and c n::rΛb¥:: r::' bΛ graphΛe::, and an in::r d¥c::Λ n en::Λ::led "The ChangΛng C n::e::: f AmerΛcan EarlQ Care and Ed¥ca::Λ n" (Shar n L. Kagan and ::her::). The fΛr::: par:: f the b k, "Q¥alΛ::Q Pr gram::: The Ca::e f r an E::panded DefΛnΛ::Λ n," c n::aΛn:: f ¥r chap::er::: (1) "Paren:::' Per::pec::Λ e:: n Q¥alΛ::Q in EarlQ Care and Ed¥ca::Λ n" (MarQ Larner); (2) "ReframΛng the Q¥alΛ::Q I:::¥e" (Deb rah PhΛllΛp::); (3) "In::erna::Λ nal Appr ache:: t DefΛnΛng Q¥alΛ::Q" (JennΛfer B¥::h and Deb rah PhΛllΛp::); and (4) "M¥l::Λc¥l::¥ral Per::pec::Λ e:: n Q¥alΛ::Q" (NancQ E. C hen and DelΛa P mpa). The sec nd par::, "The Infra:::r¥c::¥re: The Ca::e f r a Q¥alΛ::Q SQ:::em," c n::aΛn:: sΛ:: chap::er::: (1) "LΛcen::Λng: Le::: n:: fr m O::her Occ¥pa::Λ n::" (Anne MΛ::chell); (2) "TraΛnΛng and Pr fe:::Λ nal De el pmen::: In::erna::Λ nal Appr ache::" (ElΛΛa PrΛ::chard); (3) "Reg¥la::Λ n: Al::erna::Λ e Appr ache:: fr m O::her FΛeld::" (Ka::herΛne L. Sc¥rrΛa); (4) "G ernance: ChΛld Care, FederalΛ::m, and P¥blΛc P lΛcQ" (WΛllΛam T. G rmleQ, Jr.); (5) "F¥ndΛng and FΛnancΛng: M Λng t ard a M re UnΛ er::al SQ:::em" (Mar::Λn H. GerrQ); and (6) "Q¥alΛ::Q Infra:::r¥c::¥re f r FamΛlQ ChΛld Care" (ShelbQ M. MΛller). The thΛrd par::, "Implemen::Λng Change," c n::aΛn:: fΛ e chap::er::: (1) "MedΛa and Ma::: C mm¥nΛca::Λ n:: S::ra::egΛe::" (Ka::hQ B nk and MeredΛ::h WΛleQ); (2) "CΛ::ΛΛen Par::ΛcΛpa::Λ n: Tran::f rmΛng Acce::: in:: Infl¥ence" (ChrΛ::: pher H ard); (3) "OrganΛΛΛng C mm¥nΛ::Λe:: and C n:::Λ::¥en::: f r Change" (Erne::: C r::e::, Jr.); (4) "Under:::andΛng the C mple::Λ::Λe:: f Ed¥ca::Λ nal Change" (Ann LΛeberman and ::her::); and (5) "The SQnchr nQ f S::akeh lder::: Le::: n:: fr m the DΛ::abΛlΛ::Λe:: RΛgh::: M emen::" (H. R¥::herf rd T¥rnb¥ll and Ann P. T¥rnb¥ll). The

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Census Figures; Education Work Relationship; *Educational Attainment; *Educational Status Comparison; Elementary Secondary Education; *Employment Patterns; Futures (Of Society); Higher Education; *Income; Migration Patterns; *Population Trends; Postsecondary Education; *Poverty; Role of Education; Rural Areas; Rural Urban Differences; Socioeconomic Status
IDENTIFIERS- *United States (South)

This report analyzes 30-year trends in population, jobs, income, poverty, and education in the South, including comparisons to national trends and projections for the year 2010. The report aims to document the South's success in overcoming poverty and discrimination, draw attention to barriers that block further economic progress, and make recommendations to regional leaders for future goals. States included in the analysis are Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Tennessee, Kentucky, Alabama, Mississippi, Louisiana, Arkansas, Oklahoma, and Texas. The report is based on data from the decennial Census (1970-1990), the March 1994 Current Population Survey, and the Bureau of Economic Analysis (U.S. Department of Commerce). This report concludes that: (1) the region's immediate future requires massive adult education and retraining to cope with an aging workforce and a decline in young workers; (2) the shift away from traditional industries requires that the region pay attention both to creating jobs and to raising income if it expects further progress; (3) demographic trends and inadequate education threaten the South's continued prosperity in an economy that increasingly discriminates against the uneducated and single-parent families; (4) despite substantial improvements in state poverty rates, economic erosion appears in both rural areas and central cities; (5) despite remarkable progress over the past 20 years, too few Southerners finish high school, take postsecondary classes, graduate from college, or earn doctoral degrees; and (6) education is the key to making the South more competitive, with better jobs, higher-skilled workers and stronger businesses. Includes many maps and figures. (LP)

ED 409 138 RC 021 079

Grant, Dale F.; And Others
Achievement Motivation in Rural African-American Female High School Honor Graduates. Preliminary Report.
PUB DATE- Feb 97
NOTE- 31p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (20th, Hilton Head Island, SC, February 19-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Academic Achievement; Academic Aspiration; *Black Students; Case Studies; Family Influence; *Females; *Friendship; Goal Orientation; *High Achievement; High School Graduates; High Schools; Peer Influence; School Attitudes; Self Concept; Student Attitudes; *Student Motivation
IDENTIFIERS- *African Americans; Georgia (Southeast); Kaufman Brief Intelligence Test; Motivational Orientation Scale

This report examines motivational variables and support structures that influenced the success of African American females who graduated with honors from a rural Georgia high school. Case studies focus on the nature of the honor as available for 49 cases, of which 77 percent achieved client goals. Includes 28 data tables and the survey questionnaire. (Author/SV)

ED 409 154 RC 021 107

Marshall, Catherine A.; And Others
An Examination of the Vocational Rehabilitation Needs of American Indians with Behavioral Health Diagnoses in New York State. Final Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *American Indians; *Delivery Systems; *Disabilities; Human Services; *Mental Disorders; *Public Agencies; Substance Abuse; *Vocational Rehabilitation
IDENTIFIERS- Barriers to Participation; *New York; Service Delivery Assessment

A participatory action research project examined vocational rehabilitation (VR) services provided in New York State to American Indians with behavioral health diagnoses, including dual diagnoses involving substance abuse. In 1991, the New York public VR system had 81 American Indians apply for VR services (only 2.8 percent of American Indians with disabilities that prevent them from working). Of the 81, 43 were accepted for services and 16 of these had a behavioral health diagnosis. Eight persons with such a diagnosis were closed as rehabilitated. A substantial number of American Indians who applied for VR services "refused services" at application or after eligibility was determined. Other data include a review of documentation on public agency cooperation and service delivery to disabled American Indians in New York; a summary of databases about this population, including those of the U.S. Census, Office of Mental Health, and Office of Vocational and Educational Services for Individuals with Disabilities (VESID); and interviews with program clients, service providers on an Indian reservation, and VR agency staff. The project's "action" component was dissemination of research and training information at a statewide 2-day symposium in November 1995 in Syracuse, New York. Results indicate that while a comprehensive and integrated delivery system exists on paper, it fails to reach the service population studied. Recommendations focus on needs for aggressive outreach, cultural awareness, and greater program accountability. Contains 35 references. Appendices include data tables on disabled American Indians in New York and an annotated bibliography of literature available from VESID. (SV)

ED 409 155 RC 021 108

Marshall, Catherine A.; Johnson, Mikel
The Utilization of the Family as a Resource in American Indian Vocational Rehabilitation Projects (Section 130 Projects). Final Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 107p.
LANGUAGE- English

cla::::r m ac::Λ Λ::Q; and (3) teacher::' re::p n::e:: t var Λ ¥:: backgr ¥nd q¥e::::Λ n:: dealΛng Λ::h the na::¥re f theΛr ma::hema::Λc:: in::::r¥c::Λ n. The re::¥l:::: are s¥mmarΛΛed f r the dΛfferen:: grade le el:: and s¥bgr ¥p:: f s::¥den:::: bQ gender and race/e::hnΛcΛ::Q. Chap::er:: incl¥de: (1) "LearnΛng ab ¥:: NAEP: Inf rma::Λ n C ncernΛng the SΛ::::h Ma::hema::Λc:: A::::e::::men::" (Pa::rΛcΛa Ann KenneQ); (2) "NAEP Ma::hema::Λc::-1990-1992: The Na::Λ nal, TrΛal S::a::e, and Trend A::::e::::men::::" (J hn A. D ::::eQ and Ina V. S. M¥llΛ::); (3) "NAEP FΛndΛng:: RegardΛng Race/E::hnΛcΛ::Q and Gender: Affec::Λ e I::::¥e::, Ma::hema::Λc:: Perf rmance, and In::::r¥c::Λ nal C n::e::::" (EdNard A. SΛl er, MarΛlQn E. S::r¥::chen::, and J¥dΛ::h S. Zañ jeñ::kΛ); (4) "NAEP FΛndΛng:: RegardΛng the Prepara::Λ n and Cla::::r m Prac::Λce:: f Ma::hema::Λc:: Teacher::" (MarQ M n::g merQ LΛndq¥Λ::::); (5) "Wha:: D S::¥den:::: Kn ab ¥:: N¥mber:: and Opera::Λ n:: " (VΛckQ L. K ¥ba, J¥dΛ::h S. Za je ::kΛ, and MarΛlQn E. S::r¥::chen::); (6) "Wha:: D S::¥den:::: Kn ab ¥:: Mea::¥remen:: " (Pa::rΛcΛa Ann KenneQ and VΛckQ L. K ¥ba); (7) "Wha:: D S::¥den:::: Kn ab ¥:: Ge me::rQ " (MarΛlQn E. S::r¥::chen:: and Glend n W. Bl¥me); (8) "Wha:: D S::¥den:::: Kn ab ¥:: Da::a AnalQ::Λ::, S::a::Λ::::Λc::, and Pr babΛlΛ::Q " (J¥dΛ::h S. Za je ::kΛ and Da Λd S. Heckman); (9) "Wha:: D S::¥den:::: Kn ab ¥:: Algebra and F¥nc::Λ n:: " (Glend n W. Bl¥me and Da Λd S. Heckman); and (10) "LearnΛng fr m NAEP: L kΛng Back and L kΛng Ahead" (Ed ard A. SΛl er). (JRH)

ED 409 173 SE 060 320

HQne::, MarQ Ellen, Ed.
MΛ::::Λ n Ma::hema::Λc::: LΛnkΛng Aer ::pace and the NCTM S::andard::, K-6.
PUB DATE- 97
NOTE- 146p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Pl¥:: P ::::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- G¥Λde::/Me::h d::/TechnΛq¥e:: (F r Prac::Λ::Λ ner::) - Cla::::r m U::e - TeachΛng G¥Λde:: (F r Teacher) (052)
DESCRIPTORS- A::::r n mQ; Elemen::arQ Ed¥ca::Λ n; *In::erdΛ::cΛplΛnarQ Appr ach; Ma::hema::Λcal C ncep::::; *Ma::hema::Λc:: Ac::Λ Λ::Λe::; Pr blem S l Λng; *ScΛence Ac::Λ Λ::Λe::; *Space E¤pl ra::Λ n; *Space ScΛence::
IDENTIFIERS- NCTM C¥rrΛc¥l¥m and E al¥a::Λ n S::andard::

ThΛ:: b k Λ:: de::Λgned t pre::en:: ma::hema::Λcal pr blem:: and ta::k:: tha:: f c¥:: n the Na::Λ nal C ¥ncΛl f Teacher:: f Ma::hema::Λc:: (NCTM) c¥rrΛc¥l¥m and e al¥a::Λ n ::andard:: in the c n::e:::: f aer ::pace ac::Λ Λ::Λe::. I:: aΛm:: a:: ac::Λ elQ engagΛng s::¥den:::: in NCTM':: f ¥r pr ce:::: ::andard::: (1) pr blem s l Λng; (2) ma::hema::Λcal rea:: nΛng; (3) c mm¥nΛca::Λng ma::hema::Λc::; and (4) makΛng ma::hema::Λcal c nnec::Λ n:: am ng t pΛc:: in ma::hema::Λc:: t ::her dΛ::cΛplΛne:: and t real lΛfe. The ac::Λ Λ::Λe:: are gr ¥ped acc rdΛng t the mΛ::::Λ n:: tha:: the Na::Λ nal Aer na¥::Λc:: and Space AdmΛnΛ::::ra::Λ n (NASA) ha:: iden::ΛfΛed a:: i:::: f c¥::: (1) Aer na¥::Λc::; (2) H¥man E¤pl ra::Λ n and De el pmen:: f Space; (3) Space ScΛence; and (4) MΛ::::Λ n T Plane:: Ear::h. S¥gge::::Λ n:: f r m dΛfQΛng ac::Λ Λ::Λe:: f r Q ¥nger r lder s::¥den::::, cr :::: reference:: t rela::ed MΛ::::Λ n Ma::hema::Λc:: ac::Λ Λ::Λe::, and s¥gge::::Λ n:: f r f¥r::her e¤pl ra::Λ n:: are incl¥ded. Al:: incl¥ded are s¥gge::::ed q¥e::::Λ n:: de::Λgned t m ::Λ a::e s::¥den::::, enc ¥rage them t rea:: n and c mm¥nΛca::e, and a::::e:::: s::¥den::::' readΛne:::: r pr gre::::. The cla:::: c n er::a::Λ n:: are de::Λgned t help s::¥den:::: rela::e pre Λ ¥:: e¤perΛence t the ac::Λ Λ::Q, f c¥:: n the ma::hema::Λcal ta::k r pr blem, iden::ΛfQ and e¤pl re pa::::ern:: and rela::Λ n::hΛp::, applQ a pr blem-:: l Λng ::ra::egQ, and dΛ::c er c nnec::Λ n:: t ::her ma::hema::Λcal c ncep:::: r ::her cr ::::-dΛ::cΛplΛnarQ lΛnk::. AppendΛce:: c n::aΛn NASA school jurisdiction offices. Findings indicate that 90.8% of the 357 students who took the test achieved the acceptable standard and 8.4% of these students achieved the standard of excellence. Topics discussed include a description of the examination, achievement of standards, results and examiners' comments, multiple-choice and numerical-response questions, and written-response questions. (JRH)

ED 409 195 SE 060 387

Mathematics 30 Diploma Examination Results. Examiners' Report for January 1997.
PUB DATE- 97
NOTE- 9p.; For the Mathematics 30 Examination, see ED 407 276. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Evaluation; Foreign Countries; High Schools; *Mathematics Achievement; *Mathematics Education; Standards; *Test Results
IDENTIFIERS- *Alberta

The summary information contained in this report provides teachers, school administrators, students, and the general public with an overview of results from the January 1997 administration of the Mathematics 30 Diploma Examination by the Alberta Department of Education in Canada. This information is most helpful when used with the detailed school and jurisdiction reports that have been provided to schools and school jurisdiction offices. Findings indicate that 88.2% of the 9,470 students who took the test achieved the acceptable standard and 20.6% of these students achieved the standard of excellence. Topics discussed include a description of the examination, achievement of standards, results and examiners' comments, multiple-choice and numerical-response questions, students' achievement of the curriculum standards in the units on permutations and combinations and exponential and logarithmic functions, written-response questions, and a scoring guide for written-response questions. (JRH)

ED 409 196 SE 060 388

Mathematics 33 Diploma Examination Results. Examiners' Report for January 1997.
PUB DATE- 97
NOTE- 9p.; For the Mathematics 33 Examination, see ED 407 275. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Evaluation; Foreign Countries; High Schools; *Mathematics Achievement; *Mathematics Education; Standards; *Test Results
IDENTIFIERS- *Alberta

The summary information contained in this report provides teachers, school administrators, students, and the general public with an overview of results from the January 1997 administration of the Mathematics 33 Diploma Examination by the Alberta Department of Education in Canada. This information is most helpful when used with the detailed school and jurisdiction reports that have been provided to schools and school jurisdiction offices. Findings indicate that 86.8% of the 5,634 students who took the test achieved the acceptable standard and 13.1% of these students achieved the standard of

1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Computer Uses in Education; Educational Technology; Evaluation; *Inquiry; *Science Experiments; Scientific Methodology; *Scientific Research; Secondary Education; Student Research

Instruction in Scientific Inquiry Skills (ISIS) is part of a seven-year Air Force effort--the Fundamental Skills Training Project--to design, build, evaluate, and transition advanced computer-aided instruction to the education community. This report describes ISIS 2.0 and presents the results of an initial field evaluation of the software during the 1995-1996 academic year. The description of cognitive apprenticeship as implemented by ISIS includes modeling expert knowledge and performance skills, coaching as a collaborative effort, structuring, fading authentic knowledge and skill performance, and reflection and articulation. Results are classified according to overall test scores, development of a research question, generation of a hypothesis, design of an experiment, conduct of an experiment, drawing a conclusion, acceptance or rejection of hypotheses, and domain knowledge. Findings indicate that ISIS improves students' scientific inquiry skills more than traditional large-class instruction. Students' skills and domain knowledge grew in a linear fashion as experience with the tutoring system increased. The pre- to post-test gain was found to be larger for inquiry skills than for the domain knowledge. Contains 16 references. (JRH)

ED 409 218   SE 060 485

Blakeslee, Theron; Kahan, Janet
Michigan Curriculum Framework: Science Education Guidebook.
PUB DATE- 96
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Design; Educational Resources; Educational Strategies; Elementary Secondary Education; Evaluation; *Professional Development; *Science Curriculum; Science Education; *Scientific Literacy; State Curriculum Guides
IDENTIFIERS- *Michigan

This Guidebook contains ideas, examples, suggestions, and resources that can help teachers create and implement a science curriculum for all students. It is designed to be used as a guide for exploring the issues of vision, teaching, curriculum, and assessment that should be considered and debated in the move towards scientific literacy. Chapters include: (1) "Science Literacy"; (2) "Planning a Strong Science Program"; (3) "Designing the Curriculum"; (4) "Teaching for Science Literacy"; (5) "Classroom Assessment"; (6) "Professional Learning"; and (7) "Resources". (JRH)

ED 409 219   SO 026 570

Cumming, James A., Ed.
Critical Games: Four Games To Help Develop Critical Perspectives on Economic and Social Development.

s and instructional content; (2) awareness of culturally different learning styles; (3) a democratic orientation; (4) development of mutual cultural understanding; (5) preparation for life in a global society; and (6) teaching methods. Contains 12 references. (EH)

ED 409 243 SO 027 369

Bakker, Don
A More Perfect Union: Shaping American Government and Teacher's Resource Packet. Choices for the 21st Century Project.
PUB DATE- Aug 96
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Role; Citizenship; Citizenship Education; *Civics; Colonial History (United States); Concept Formation; Constitutional History; Debate; Democratic Values; Foreign Policy; High School Students; High Schools; History Instruction; Instructional Materials; Political Science; Politics; Primary Sources; Public Policy; Revolutionary War (United States); Social Studies; *United States Government (Course); *United States History; Values; Values Clarification

The student's and teacher's resource books contain primary sources that focus on the values, beliefs, and interests that influenced the political development of the United States as a nation. Students revisit the events and controversies of 1763-88 through primary source documents and reconstructed debates to gain a deeper understanding of the political climate of the era and the values that contributed to the nation's political foundation. In exploring the parallels between the debates of 1776 and 1788 and the country's current political discourse, students gain an insight into the issues that define the current age. A "Chronology of America's Foundation: 1754-1791" and suggested readings are included in the student's book. The teacher's resource book contains 10 lesson plans that stress interactive, group-oriented learning and student-centered instruction. The teacher's book contains student readings; a framework for policy options; the lesson plans; and resources for structuring cooperative learning, role-plays, and simulations. (CB)

ED 409 244 SO 027 371

Caught between Two Worlds: Mexico at the Crossroads. Choices for the 21st Century. Student Resource Book and Teacher's Resource Book.
PUB DATE- Sep 96
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cross Cultural Studies; *Current Events; Developing Nations; Foreign Countries; *Foreign Policy; Global Approach; High School Students; High Schools; Instructional Materials; Latin American Culture; *Latin American History; Latin Americans; *Mexicans; Political Science; Social Studies;

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Collegiality; *Educational Cooperation; Elementary Secondary Education; Graduate Study; Higher Education; Inservice Teacher Education; *Interdisciplinary Approach; *Interprofessional Relationship; Leadership; Leadership Training; *Learning Activities; Management Development; Organizational Climate; Organizational Communication; Preservice Teacher Education; *Teacher Collaboration
IDENTIFIERS- *University of Washington

The Training for Interprofessional Collaboration Project (TIC) is a joint effort of five professional schools of the University of Washington and various community sites and agencies to provide preservice (graduate level) and inservice training in teacher and interprofessional collaboration. The guide includes bibliographies, case studies, instruments, syllabi, and other materials to facilitate the practice of collaboration in the classroom and elsewhere. The guide is divided into five sections. An introduction describes the project's goals, conceptual framework, and effective models of instruction. Section 2 provides suggested learning activities and supplemental materials grouped into six sub-sections: collaborative practice, intrapersonal well-being, interpersonal effectiveness, group process competence, organizational expertise, and community and national (and cross-cultural) perspective. Supplemental materials include overheads, handouts, case studies, and instruments. The third major section provides seven additional case studies. Section 4 presents information and syllabi from various academic and agency institutions currently involved in providing collaborative instruction. Section 5 contains over 1,000 bibliographic references. (JLS)

ED 409 266   SP 037 154

Veen, Wim; And Others
Partnership and Cooperation at Two Levels: Tele-Guidance in Teacher Education.
PUB DATE- 96
NOTE- 22p.; Paper presented at the Annual Conference of the Association for Teacher Education in Europe (Glasgow, Scotland, United Kingdom, September 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; *Distance Education; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; Mentors; *Preservice Teacher Education; *Reflective Teaching; Student Teachers; Teacher Education Programs; Technological Advancement; Transfer of Training
IDENTIFIERS- State University of Utrecht (Netherlands); University of Barcelona (Spain); University of Exeter (England); University of Trondheim (Norway)

This paper describes the experiences of four university teacher education institutions collaborating in an European Union-funded project called the REFLECT project: the Universities of Barcelona (Spain), Exeter (England), Trondheim (Norway), and Utrecht (Netherlands). The project's focus is on the development of reflective competencies in preservice and beginning teachers using various modes of distance education, especially remote computer conferencing or "tele-guidance." In this partnership, the participants collaborate on two levels:

*MΛlΛ#arQ Per# nnel; M #Λ a#Λ n; *OrganΛΛa#Λ nal ClΛma#e;
*Pr fe##Λ nal C n#Λn¥Λng Ed¥ca#Λ n; Pr fe##Λ nal De el pmen#;
S¥r eQ#

ThΛ# s#¥dQ e¤#end# the in e##Λga#Λ n f pr fe##Λ nal#' rea# n# f r par#ΛcΛpa#Λ n in c n#Λn¥Λng ed¥ca#Λ n beQ nd per# nal and prac#Λce-ba#ed fac# r# in# the arena f rganΛΛa#Λ nal s#r¥c#¥re and c¥l#¥re. The Par#ΛcΛpa#Λ n Rea# n# Scale (PRS) and the Re#p nden# Inf rma#Λ n F rm (RIF) ere u#ed t e¤amΛne the m #Λ e# infl¥encΛng ArmQ EngΛneer# (N=400) par#ΛcΛpa#Λ n in v l¥n#arQ, cΛ ΛlΛan c n#Λn¥Λng pr fe##Λ nal ed¥ca#Λ n (CPE). The s#¥dQ e¤amΛned three q¥e##Λ n#: the s¥bjec## rea# n# f r par#ΛcΛpa#Λng in v l¥n#arQ c n#Λn¥Λng ed¥ca#Λ n; the e¤#en# t hΛch the#e rea# n# dΛffer acc rdΛng t selec#ed per# nal and prac#Λce-ba#ed fac# r# tha# ha e been the f c¥# f pre Λ ¥# re#earch; and the infl¥ence f rganΛΛa#Λ nal fac# r# n the#e rea# n#. Fac# r analQ#Λ# iden#ΛfΛed fΛ e general rea# n# f r par#ΛcΛpa#Λ n sΛmΛlar t th #e in #her pr fe##Λ n#: pr fe##Λ nal impr emen# and de el pmen#, per# nal de el pmen# and j b sec¥rΛ#Q, impr emen# f ser Λce t c¥## mer#, pr fe##Λ nal iden#Λ#Q/per#pec#Λ e, and c mpe#ence and c llegΛal in#erac#Λ n. H e er, c n#rarQ t pre Λ ¥# re#earch, varΛable# mea#¥rΛng ed¥ca#Λ nal prepara#Λ n, r le#, cc¥pa#Λ nal specΛalΛΛa#Λ n, and e¤#rane ¥# varΛable# ere n # rela#ed t the engΛneer#' rea# n# f r par#ΛcΛpa#Λ n. S¥b#eq¥en# in#er Λe## Λ#h 14 ArmQ EngΛneer# pr Λded e Λdence tha# theΛr rea# n# f r par#ΛcΛpa#Λ n ere infl¥enced bQ the effec## f rganΛΛa#Λ nal and pr fe##Λ nal c¥l#¥re and changΛng   rkplace dQnamΛc#. General theme# tha# emerged incl¥de: the infl¥ence f the mΛlΛ#arQ and ArmQ EngΛneer c¥l#¥re; j b c mpe#Λ#Λ ene##/career s#abΛlΛ#Q; and r le dΛff¥#Λ n. F¥r#her a##en#Λ n t in#ernal and e¤#ernal rganΛΛa#Λ nal fac# r# i# rec mmended in f¥#¥re s#¥dQ f par#ΛcΛpa#Λ n in CPE. (C n#aΛn# 51 reference#.) (JT)

ED 409 285   SP 037 399

HarrΛ# n, L ¥Λ#, Jr.; And O#her#
Self-Schema#a f r M emen# Ac#Λ Λ#Λe#: The Infl¥ence f Race and Gender.
PUB DATE- Mar 97
NOTE- 27p.; Paper pre#en#ed a# the Ann¥al Mee#Λng f the AmerΛcan Ed¥ca#Λ nal Re#earch A## cΛa#Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ#h
EDRS PrΛce- MF01/PC02 Pl¥# P ##age.
PUB TYPE- Rep r## - Re#earch/TechnΛcal (143),Speeche#, C nference Paper#, "Paper# Pre#en#ed a#..." (150)
DESCRIPTORS- Black S#¥den##; E¤#rac¥rrΛc¥lar Ac#Λ Λ#Λe#; J¥nΛ r HΛgh Sch l S#¥den##; J¥nΛ r HΛgh Sch l#; M emen# Ed¥ca#Λ n; *PhQ#Λcal Ac#Λ Λ#Λe#; *RacΛal DΛfference#; *Se¤ DΛfference#; Sp r# P#Qch l gQ; *S#¥den# A##Λ#¥de#; *Team Sp r##; WhΛ#e S#¥den##
IDENTIFIERS- AfrΛcan AmerΛcan#; *Self Schema#

ThΛ# s#¥dQ in e##Λga#ed the infl¥ence f race and gender n s#¥den##' self-#chema f r m emen# ac#Λ Λ#Λe#. S#¥dQ par#ΛcΛpan## ere 168 male and female se en#h- and eΛgh#h-grade s#¥den##, b #h AfrΛcan AmerΛcan and E¥r AmerΛcan, fr m a semΛ-r¥ral sch l in a S ¥#hea##ern s#a#e. The PhQ#Λcal Ac#Λ Λ#Q Schema AnalQ#Λ# (PASA) a# admΛnΛ##ered t mea#¥re s#¥den##' end r#emen## f 20 dΛfferen# m emen# and team and indΛ Λd¥al sp r# ac#Λ Λ#Λe#. Par#ΛcΛpan## ere a#ked: in hΛch ac#Λ Λ#Q theQ fel# m ## c mpe#en#; the hΛghe## le el a# hΛch theQ e¤pec#ed t c mpe#e in the ac#Λ Λ#Q; h   hard theQ th ¥gh# theQ ¥ld ha e t   rk t be g d a# the ac#Λ Λ#Q; and h   f#en theQ prac#Λced r plaQed in the ac#Λ Λ#Q. S#¥dQ re#¥l##

the real to the simulated PBL project and expressed a need for more practice in group skills. Respondents reported that the main barrier to implementation was the lack of familiarity with the group processing approach by others. (Contains 41 references.) (JLS)

ED 409 304 SP 037 434

Hanna, Robert C.
An Analysis and Implementation of Charles Dickens' Sole Curricular Writing.
PUB DATE- Oct 96
NOTE- 24p.; Paper presented at the Meeting of the Midwest History of Education Society (Chicago, IL, October 26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biblical Literature; Case Studies; *Curriculum Design; *Parents as Teachers; Preschool Education; *Religious Education; Teaching Methods; *Thematic Approach; Young Children
IDENTIFIERS- *Dickens (Charles); *New Testament

This paper examines the curriculum Charles Dickens wrote for his children, an "easy account" of selections from the New Testament. Dickens designed the curriculum to make this material accessible and meaningful to his children prior to schooling under the direction of other teachers, tutors, or governesses, and earlier than the language of the King James Bible could be expected to be easily understood. All surviving primary sources regarding the curriculum and its implementation were examined. A case study is presented of the author's use of the curriculum with his six-year-old daughter, Emily. The case study serves as a basis for identifying general expectations for this curriculum implementation according to Dickens' pedagogy, and it documents the experience by individual chapters of Dickens' curriculum, summarizing first the content and then Emily's responses. Study findings suggest three general expectations for future implementations: (1) even with Dickens' simplified language, the child will have questions about vocabulary which can lead to discussion of the biblical and moral significance of these words; (2) a child can be expected to comment on what he or she has already learned about Jesus' life and teachings; and (3) a child can be expected to share self-made associations between something in Dickens' curriculum and other knowledge or personal experience. Study results suggest that Dickens' curriculum remains pedagogically sound, especially when his method of reading and discussing aloud is employed. (ND)

ED 409 305 SP 037 435

Carter, Charles W.
The Use of Journals To Promote Reflection.
PUB DATE- Mar 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Education Courses; Education Majors; *Educational Psychology; Elementary Secondary Education; Higher Education;

Regulated Learning; Self Regulation; Student Engagement

This paper describes research evaluating one intervention model designed to promote self-regulated learning by postsecondary students with learning disabilities, the Strategic Content Learning (SCL) approach. SCL aims to teach students to engage recursively in the full set of activities central to self-regulation by providing calibrated (scaffolded) support as students self-regulate their engagement in tasks. The paper summarizes results from four studies evaluating SCL efficacy as a model for providing individual tutoring for learning disabled postsecondary students. In the first study, one instructor provided individualized tutoring to 6 students, and in the second, 3 instructors tutored 13 students. The third and fourth studies provided SCL support to 12 and 9 students respectively. Results of the four studies suggest that participants benefit from SCL instruction. Analyses reveal positive shifts in students' knowledge and beliefs central to effective self-regulation, including metacognitive strategies about tasks, strategies, and self-monitoring, perceptions of task-specific self-efficacy, and attributional beliefs. Findings suggest that students improved in implementation of component cognitive processes and in coordination of learning activities. (Contains 3 figures, 3 tables, and 58 references.) (SLD)

ED 409 324 TM 026 560

Walters, James J.; Ginns, Ian S.
Peer Assisted Learning: Impact on Self-Efficacy and Achievement.
PUB DATE- Mar 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Foreign Countries; Higher Education; *Peer Teaching; Program Implementation; Qualitative Research; Science Education; *Student Attitudes; *Teacher Education; *Tutors; *Undergraduate Students
IDENTIFIERS- Australia

This paper relates experiences in implementing a peer-assisted study program in a teacher education course. A class of 124 students in their first year of a Bachelor of Education (Early Childhood Program) undertaking a core course in basic science were the subjects of the study. They were mentored in a peer-assisted learning program by eight third year students, who themselves, had done the same core course in their first year. Firstly the study examined the impact of the initiative on the students in the core course in terms of their achievement grades and their changes in attitudes toward science and science teaching. Their performance in a subsequent Science Education course was then monitored. The study further explored tutors' reasons for becoming involved in the initiative, their experiences, and the consequences of tutors' involvement in the program. The quantitative findings indicate that those first year students who participated in the peer-assisted learning program achieved higher grades than those who did not. The qualitative data reveal that students develop confidence and improved attitudes toward learning and science. In addition, substantial benefits in terms of confidence, facilitation skills, and insight into adult education were accrued by the mentors. (Contains 28 references.) (Author/SLD)

IDENTIFIERS- *ACT A‼‼e‼‼men‼

"Te‼‼ prepara‼Λ n" ac‼Λ Λ‼Λe‼ can range fr m sΛmple prac‼Λce t in-dep‼h in‼‼r¼c‼Λ n, b¼‼ m ‼‼ f the‼e ac‼Λ Λ‼Λe‼ u‼e s me f rm f te‼‼ famΛlΛarΛΛa‼Λ n, drΛll and prac‼Λce Λ‼h feedback, traΛnΛng in s‼ra‼egΛe‼ f r specΛfΛc i‼em tQpe‼, and general te‼‼-‼akΛng, s¼bjec‼-ma‼‼er re Λe , and skΛll de el pmen‼ e¤ercΛ‼e‼. T e¤perΛmen‼‼ ere c nd¼c‼ed t s‼¼dQ the effec‼‼ f te‼‼ prepara‼Λ n n re‼¼l‼‼ fr m the AmerΛcan C llege Te‼‼Λng pr gram (ACT) A‼‼e‼‼men‼. In the fΛr‼‼ e¤perΛmen‼, a rand m sample f 10% a‼ selec‼ed fr m ne s‼¼den‼‼ h t k the ACT be‼ een Oc‼ ber 1, 1994 and Sep‼ember 20, 1995 (69,251 s‼¼den‼‼). The‼e s‼¼den‼‼ had an‼ ered te‼‼ prepara‼Λ n q¼e‼‼Λ n‼ a‼ par‼ f the inf rma‼Λ n theQ s¼pplΛed f r the ACT. Gender, e‼hnΛc/racΛal, and famΛlQ inc me dΛfference‼ in te‼‼ prepara‼Λ n ere al‼ e¤amΛned. Alm ‼‼ half f the s‼¼den‼‼ had engaged in s me f rm f te‼‼ prepara‼Λ n, Λ‼h l er inc me and mΛn rΛ‼Q s‼¼den‼‼ rep r‼Λng engagΛng in c mbΛna‼Λ n‼ f ac‼Λ Λ‼Λe‼ m re than ‼her s‼¼den‼ gr ¼p‼. The tQpe‼ f te‼‼ prepara‼Λ n s‼¼dΛed had lΛ‼‼le impac‼ n s‼¼den‼ perf rmance, Λ‼h nlQ prac‼Λce te‼‼‼ sh Λng a p ‼Λ‼Λ e, al‼h ¼gh small, impac‼. The sec nd s‼¼dQ c n‼Λdered s‼¼den‼‼ h had taken the ACT m re than nce in the tΛme perΛ d f the pre Λ ¼‼ s‼¼dQ. The sample c n‼Λ‼‼ed f 126,253 repea‼er‼. The same inf rma‼Λ n a‼ b‼aΛned and the same analQ‼e‼ perf rmed. O er half f the‼e repea‼ te‼‼ taker‼ engaged in s me tQpe f te‼‼ prepara‼Λ n bef re the sec nd ACT, b¼‼ re‼¼l‼‼ s¼gge‼‼ tha‼ te‼‼ prepara‼Λ n ac‼Λ Λ‼Λe‼ ha e nlQ a mΛnΛmal impac‼ n increa‼Λng the sec nd ACT A‼‼e‼‼men‼ sc re‼ beQ nd gaΛn‼ fr m sΛmplQ re‼akΛng the te‼‼. Re‼¼l‼‼ erall s¼gge‼‼ tha‼ te‼‼ prepara‼Λ n ac‼Λ Λ‼Λe‼ ha e lΛ‼‼le impac‼ n sc re‼. (C n‼aΛn‼ sΛ¤ table‼ and eΛgh‼ reference‼.) (SLD)

ED 409 342 TM 026 825

JΛang, YΛng H ng; And O‼her‼
Err r S ¼rce‼ Infl¼encΛng Perf rmance A‼‼e‼‼men‼ RelΛabΛlΛ‼Q r GeneralΛΛabΛlΛ‼Q: A Me‼a AnalQ‼Λ‼.
PUB DATE- Mar 97
NOTE- 20p.; Paper pre‼en‼ed a‼ the Ann¼al Mee‼Λng f the AmerΛcan Ed¼ca‼Λ nal Re‼earch A‼‼ cΛa‼Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ‼h
EDRS PrΛce- MF01/PC01 Pl¼‼ P ‼‼age.
PUB TYPE- Rep r‼‼ - E al¼a‼Λ e/Fea‼ΛbΛlΛ‼Q (142),Speeche‼, C nference Paper‼, "Paper‼ Pre‼en‼ed a‼..." (150)
DESCRIPTORS- *Err r f Mea‼¼remen‼; E‼‼Λma‼Λ n (Ma‼hema‼Λc‼); *GeneralΛΛabΛlΛ‼Q The rQ; J¼dge‼; Me‼a AnalQ‼Λ‼; *Perf rmance Ba‼ed A‼‼e‼‼men‼; Re‼earch Rep r‼‼; *Te‼‼ RelΛabΛlΛ‼Q
IDENTIFIERS- *E¤per‼‼

A‼ perf rmance-ba‼ed a‼‼e‼‼men‼‼ ha e gaΛned Λder u‼e, there are increa‼Λng c ncern‼ ab ¼‼ theΛr dependabΛlΛ‼Q. ThΛ‼ s‼¼dQ Λ‼ a sQn‼he‼Λ‼ f e¤Λ‼‼Λng s‼¼dΛe‼ regardΛng the relΛabΛlΛ‼Q r generalΛΛabΛlΛ‼Q f perf rmance a‼‼e‼‼men‼‼. The me‼a-analQ‼Λ‼ in l e‼ s¼mmarΛΛΛng, e¤amΛnΛng, and e al¼a‼Λng re‼earch fΛndΛng‼. Ar‼Λcle‼ n the dependabΛlΛ‼Q f perf rmance a‼‼e‼‼men‼‼, analQΛed thr ¼gh tradΛ‼Λ nal mean‼ r a generalΛΛabΛlΛ‼Q frame rk p¼blΛ‼hed af‼er 1980 ere selec‼ed. The lΛ‼era‼¼re search QΛelded 22 s‼¼dΛe‼ mee‼Λng the crΛ‼erΛa f r incl¼‼Λ n. The‼e 22 s‼¼dΛe‼ QΛelded 258 dΛfferen‼ relΛabΛlΛ‼Q r generalΛΛabΛlΛ‼Q c effΛcΛen‼‼. Ta‼k and cca‼Λ n face‼‼ c n‼rΛb¼‼ed the grea‼e‼‼ pr p r‼Λ n f varΛance t e‼‼Λma‼e‼ f err r in the mea‼¼remen‼ pr ced¼re. B ‼h are inheren‼ in the c n‼‼r¼c‼Λ n f manQ perf rmance ta‼k‼. The j¼dge face‼ dΛd n ‼ c n‼rΛb¼‼e a large pr p r‼Λ n f err r

ThΛ:: c mpara::Λ e s::¼dQ f s cΛal care pr gram:: a:: f ¼r E¼r pean c llege:: in NΛjmegen (Ne::herland::), Malm (S eden), SlΛg (Ireland), and LΛllehammer (N r aQ) l k:: a:: he::her grad¼a::e:: fr m ne c ¼n::rQ   ¼ld be q¼alΛfΛed t   rk in s cΛal care in the ::her c ¼n::rΛe::. The rep r:: i:: ba::ed n analQ::Λ:: f da::a fr m ffΛcΛal d c¼men:::, q¼e:::Λ nnaΛre:: c mple::ed bQ s::¼den:::, in::er Λe :: Λ::h admΛnΛ:::ra:: r:: and teacher::, and vΛ::Λ::: t the c llege::. I:: c n::aΛn:: a general de::crΛp::Λ n f each f the f ¼r c llege::, a c mparΛ:: n f theΛr c¼rrΛc¼l¼m tΛme::able::, and analQ::e:: f theΛr c¼rrΛc¼la. Al:: incl¼ded are sec::Λ n:: analQΛΛng s::¼den:: backgr ¼nd da::a and g al::; ed¼ca::Λ nal g al:: a:: e¤pre:::ed bQ s::aff; c mparΛ:: n:: f c¼rrΛc¼la and s::¼den:: g al:: ver::¼:: s::aff g al::; c mparΛ:: n:: f dΛfference:: in prac::Λc¼m traΛnΛng; and an analQ::Λ:: f the c mpa::ΛbΛlΛ::Q f the dΛfferen:: pr gram::. The s::¼dQ sh ed tha:: al::h ¼gh the pr gram:: ere faΛrlQ c mpa::Λble, there ere s me dΛfference::; rangΛng fr m leng::h f pr gram (168 eek:: a:: NΛjmegen t 99 eek:: a:: SlΛg), t m re s::re::: n ac::Λ n and clΛen:: need a:: NΛjmegen, t a grea::er empha::Λ:: n the rQ a:: Malm . T   s::¼den:: q¼e:::Λ nnaΛre:: and a lΛ::: f in::er Λeñee:: are appended. (C n::aΛn:: 42 reference::.) (CH)

ED 408 901   HE 030 220

MΛnne:: ::a HΛgher Ed¼ca::Λ n C n::¼mer Rep r:: n V ca::Λ nal and TechnΛcal C llege Pr gram::. Grad¼a::e F ll -¼p and Rela::ed Inf rma::Λ n f r Pr ::pec::Λ e S::¼den:::. PΛl :: EdΛ::Λ n.
PUB DATE- J¼l 96
NOTE- 166p.; C n::aΛn:: c l red paper tha:: maQ n :: repr d¼ce ell.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC07 Pl¼:: P :::age.
PUB TYPE- N¼merΛcal/Q¼an::Λ::a::Λ e Da::a (110),Te:::, Q¼e:::Λ nnaΛre::, E al¼a::Λ n In:::r¼men::: (160)
DESCRIPTORS- Career A arene:::; Career Ed¼ca::Λ n; Career E¤pl ra::Λ n; Career Inf rma::Λ n SQ:::em::; F ll ¼p S::¼dΛe::; *Grad¼a::e S¼r eQ::; J b Placemen::; N nc llege B ¼nd S::¼den:::; Occ¼pa::Λ n::; Pr gram G¼Λde::; S::a::e C¼rrΛc¼l¼m G¼Λde::; S::a::e Pr gram::; *S::a::e Sch l::; TechnΛcal In:::Λ::¼::e::; T   Year c llege::; *V ca::Λ nal Ed¼ca::Λ n; V ca::Λ nal F ll ¼p; V ca::Λ nal Sch l::; V ca::Λ nal TraΛnΛng Cen::er::
IDENTIFIERS- *MΛnne:: ::a

ThΛ:: rep r::, ba::ed n empl Qmen:: da::a f r 1994 MΛnne:: ::a technΛcal c llege grad¼a::e::, i:: in::ended t pr Λde inf rma::Λ n tha:: Λll enable pr ::pec::Λ e s::¼den::: make inf rmed ed¼ca::Λ nal and career decΛ::Λ n::. The rep r::, rganΛΛed in:: sΛ¤ sec::Λ n::, incl¼de::: (1) An in::r d¼c::Λ n, Λ::h defΛnΛ::Λ n:: f term:: and a lΛ::: f technΛcal c llege pr gram:: in the s::a::e, bQ gr ¼p; (2) da::a table:: f s::a::e pr gram inf rma::Λ n, rganΛΛed bQ regΛ n s ¼::hea:::, s ¼::h e:::, n r::hea:::, n r::h e:::, cen::ral, and me::r and bQ camp¼::; (3) s::a::e Λde in:::r¼c::Λ nal pr gram c mparΛ:: n table:: and inde¤; (4) a lΛ::: f j b tΛ::le:: f grad¼a::e::, rganΛΛed bQ fΛeld f s::¼dQ; (5) a lΛ::: f pr gram de::crΛp::Λ n::; and (6) ::her re:: ¼rce ma::erΛal a aΛlable. The::e addΛ::Λ nal re:: ¼rce:: incl¼de: c llege and camp¼:: name::, addre:::, and ph ne n¼mber::; lab r marke:: inf rma::Λ n; a p¼blΛca::Λ n:: lΛ:::; In::erne:: addre:::e::; map:: f c llege:: and camp¼:e::,   rkf rce cen::er::, and s::a::e cc¼pa::Λ nal da::a regΛ n::. (CH)

ED 408 902   HE 030 221

Abramd::, MadeleΛne
LearnΛng PhQ::Λ ::herapQ: The Impac:: f F rmal Ed¼ca::Λ n and Pr fe:::Λ nal E¤perΛence. LΛnk pΛng S::¼dΛe:: in Ed¼ca::Λ n and

Higher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.; For the full report, see HE 030 265.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cheating; Citizenship Education; Codes of Ethics; *Discipline; Discipline Policy; Discipline Problems; Due Process; Ethical Instruction; Higher Education; In Loco Parentis; Punishment; Sanctions; School Policy; Student Attitudes; *Student Behavior; Student Rights
IDENTIFIERS- ERIC Digests

This digest organizes the complex and interrelated issues concerned with student discipline into four questions, and suggests ways in which colleges and universities can deal with the issues raised. In answering the first question about what might be a proper role for institutions to play in student discipline, it suggests that an appropriate model might be based on the moral/ethical principles of preventing harm, upholding freedom, and fostering community. A second question asks where should institutions begin in reconsidering student discipline, and the it is suggested that the use of honor codes to address the issue of student cheating might be a good place to begin, while another might be the establishment of a "citizenship curriculum" to foster a more moral community. To answer the third question concerning what we still need to learn, the report notes several ways in which institutions can measure the effectiveness of their student discipline efforts. And, finally, in addressing the question of how campuses should change, the report suggests that campus disciplinary/judicial systems address student discipline problems more by developmental methods than with the current adversarial system. (CH)

ED 408 920 HE 030 265

Dannells, Michael
From Discipline to Development: Rethinking Student Conduct in Higher Education. ASHE-ERIC Higher Education Report, Vol. 25, No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 162p.; For a digest of this report, see HE 030 264.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrative Problems; Administrator Role; *Cheating; Citizenship Education; Codes of Ethics; Counseling Services; *Discipline; Discipline Policy; Discipline Problems; Due Process; Ethical Instruction; Higher Education; In Loco Parentis; *Legal Responsibility; Moral Development; Punishment; Sanctions; *School Counselors; School Policy; School Security; Student Attitudes; *Student Behavior; Student Rights; Student School Relationship
IDENTIFIERS- Hoekema Model of Student Discipline

This book addresses the complex and interrelated issues concerning student discipline, and suggests ways for colleges and universities to deal with the issues raised. Twelve chapters cover: (1) "The History of Student Discipline"; (2)

LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl¥∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - E al¥a∷Λ e/Fea∷ΛbΛlΛ∷Q (142),Speeche∷,
  C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- Ed¥ca∷Λ nal De el pmen∷; *Ed¥ca∷Λ nal S∷ra∷egΛe∷;
  Elemen∷arQ Sec ndarQ Ed¥ca∷Λ n; E al¥a∷Λ n Me∷h d∷;
  *Inf rma∷Λ n LΛ∷eracQ; *In∷∷r¥c∷Λ nal De el pmen∷; *Perf rmance
  Ba∷ed A∷∷e∷∷men∷; Pr fe∷∷Λ nal De el pmen∷; SkΛll De el pmen∷;
  *S∷¥den∷ E al¥a∷Λ n

The UnΛ∷ed S∷a∷e∷ Λ∷ tran∷Λ∷Λ nΛng t an inf rma∷Λ n age s cΛe∷Q, req¥ΛrΛng tha∷ the cΛ∷ΛΛen∷ and   rker∷ f the f¥∷¥re be hΛghlQ lΛ∷era∷e in theΛr u∷e f inf rma∷Λ n. Inf rma∷Λ n lΛ∷eracQ Λ∷ the abΛlΛ∷Q t e al¥a∷e, analQΛe, and applQ crΛ∷Λcal thΛnkΛng t the u∷e f inf rma∷Λ n. Ed¥ca∷ r∷ need t an∷ er ba∷Λc q¥e∷∷Λ n∷ ab ¥∷ h   s∷¥den∷∷ bec me inf rma∷Λ n lΛ∷era∷e u∷Λng nlΛne re∷ ¥rce∷ and ∷her techn l gΛe∷, hΛch nlΛne re∷ ¥rce∷ be∷∷ pr m ∷e inf rma∷Λ n lΛ∷eracQ, and ha∷ s∷ra∷egΛe∷ be∷∷ prepare teacher∷ t facΛlΛ∷a∷e thΛ∷ learnΛng. Perf rmance a∷∷e∷∷men∷ can pr Λde a reflec∷Λ e pr ce∷∷ t inf rm the∷e q¥e∷∷Λ n∷. The fΛr∷∷ s∷ep Λ∷ t agree n a c ncep∷¥al ba∷e. A∷∷e∷∷men∷ begΛn∷ Λ∷h the backgr ¥nd each chΛld brΛng∷ t sch l and end∷ Λ∷h c mpe∷encΛe∷ all hΛgh sch l grad¥a∷e∷ sh ¥ld p ∷∷e∷∷. Perf rmance-ba∷ed ta∷k∷, l nger pr jec∷∷ r e¤perΛmen∷∷, a∷ ell a∷ s∷¥den∷ p r∷f lΛ ∷ m¥∷∷ be c n∷Λdered a∷ a∷∷e∷∷men∷ s∷ra∷egΛe∷; a pr gre∷∷Λ n f s∷ra∷egΛe∷ tha∷ are de el pmen∷allQ appr prΛa∷e f r grade∷ K-12, incl¥dΛng gr ¥p ba∷ed pr jec∷∷ a∷ ell a∷ indΛ Λd¥al ta∷k∷ can be de el ped. I∷ Λ∷ impera∷Λ e tha∷ the a∷∷e∷∷men∷ s∷ra∷egQ specΛfΛcallQ s¥pp r∷∷ na∷Λ nal inΛ∷Λa∷Λ e∷. The de el pmen∷ f inf rma∷Λ n lΛ∷eracQ a∷∷e∷∷men∷ Λll in l e teacher∷, admΛnΛ∷∷ra∷ r∷, s¥bjec∷ area e¤per∷∷, s∷¥den∷∷, and keQ pr jec∷ s∷aff, all under the g¥Λdance f the A∷∷e∷∷men∷ C rdΛna∷ r. The maj r s∷ep∷ in de el pΛng the perf rmance a∷∷e∷∷men∷ f r inf rma∷Λ n lΛ∷eracQ are: defΛnΛng the c n∷∷r¥c∷∷ t be mea∷¥red; defΛnΛng the targe∷ p p¥la∷Λ n; re Λe Λng rela∷ed te∷∷∷; de el pΛng a pr ∷ ∷Qpe; e al¥a∷Λng the pr ∷ ∷Qpe; re Λ∷Λng the t l(∷); and c llec∷Λng da∷a n te∷∷ valΛdΛ∷Q and relΛabΛlΛ∷Q. Pr fe∷∷Λ nal de el pmen∷ Λ∷ crΛ∷Λcal t s¥cce∷∷; teacher∷ are the keQ t the a∷∷aΛnmen∷ f inf rma∷Λ n lΛ∷eracQ. (C n∷aΛn∷ 15 reference∷.) (AEF)

ED 408 939   IR 018 352

H   T S∷ar∷ and MaΛn∷aΛn a R¥ral-Ba∷ed DΛ∷∷ance LearnΛng
  C n∷ r∷Λ¥m: Crea∷Λng C nnec∷Λ n∷. A Pr jec∷ f ET-LINC.
SPONS. AGENCY- Te¤a∷ Ed¥ca∷Λ n AgencQ, A¥∷∷Λn.
PUB DATE- Mar 97
NOTE- 108p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC05 Pl¥∷ P ∷∷age.
PUB TYPE- G¥Λde∷/Me∷h d∷/TechnΛq¥e∷ (F r Prac∷Λ∷Λ ner∷) - N n-
  Cla∷∷r m U∷e (F r AdmΛnΛ∷∷ra∷Λ e and S¥pp r∷ S∷aff, and f r
  Teacher∷, Paren∷∷, ClergQ, e∷c. in N n-Cla∷∷r m sΛ∷¥a∷Λ n∷)
  (055),Rep r∷∷ - De∷crΛp∷Λ e (Pr gram/Pr jec∷ De∷crΛp∷Λ n∷) (141)
DESCRIPTORS- C n∷ r∷Λa; *C pera∷Λ e Pr gram∷; *DΛ∷∷ance
  Ed¥ca∷Λ n; Elemen∷arQ Sec ndarQ Ed¥ca∷Λ n; G¥ΛdelΛne∷; HΛgher
  Ed¥ca∷Λ n; In∷∷Λ∷¥∷Λ nal C pera∷Λ n; In∷∷r¥c∷Λ nal
  De el pmen∷; N n∷radΛ∷Λ nal Ed¥ca∷Λ n; *Par∷ner∷hΛp∷ in
  Ed¥ca∷Λ n; R¥ral Area∷; *R¥ral Ed¥ca∷Λ n; *Shared Re∷ ¥rce∷ and
  Ser Λce∷; S∷ra∷egΛc PlannΛng; SQ∷∷em∷ De el pmen∷

ThΛ∷ man¥al rec mmend∷ pr ced¥re∷ f r de el pΛng and pera∷Λng a r¥ral-ba∷ed dΛ∷∷ance learnΛng c n∷ r∷Λ¥m. F ll Λng s me brΛef defΛnΛ∷Λ n∷ and an ¥∷lΛne f the three ba∷Λc e∷∷en∷Λal∷ f r s¥cce∷∷ (∷r¥∷∷, shared vΛ∷Λ n, and s¥Λ∷able telec mm¥nΛca∷Λ n

Osman-Jouchoux, Rionda
Linking Reading and Writing: Concept Mapping as an Organizing Tactic.
PUB DATE- Jan 97
NOTE- 10p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Mapping; Higher Education; Information Processing; Instructional Effectiveness; Knowledge Representation; Learning Strategies; Metacognition; Reading Skills; *Reading Strategies; *Technical Writing; Thinking Skills; Time On Task; Undergraduate Students; *Writing Exercises
IDENTIFIERS- *Summarization

Writers often must summarize others' texts as part of their work. To succeed at this, they must first read and understand one information and then transform that information to fulfill a specific purpose. Concept mapping, used as a visual organizing technique, can be an effective link between the two processes. In a preliminary study, students in an undergraduate technical writing class were given a three-part, paper-based module on summarizing texts. Each part introduced the concepts of metacognitive reading strategy (defining the task, monitoring understanding, mentally organizing the material), summarizing strategy (selecting material to include, formulating topic sentences, polishing one's paraphrase), and concept mapping. Students read and mapped three texts and wrote summaries of two of the texts. Students completed concept maps of the text before writing summaries, and as part of the mapping tactic, they were instructed to label the links between ideas. The three-part unit did function successfully as an instructional tool. The students who completed all three parts of the unit produced summaries that were well-organized and that transformed the original material by combining ideas across sentences and paragraphs. Used as an in-class exercise, however, the unit took enough class time that future trials may involve take-home exercises as well. (Contains 13 references.) (AEF)

ED 408 956 IR 018 369

Johnson, Ed
The Meaning of Color in Trademarks.
PUB DATE- Jan 97
NOTE- 13p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Color; *Color Planning; *Dimensional Preference; Models; Questionnaires; Research Needs; *Symbolism; Use Studies; Visual Arts; *Visual Perception; Visual Stimuli
IDENTIFIERS- *Color Stimuli; *Logographs

Accurately denoting colors and measuring their meanings have been long-standing challenges for scholars and artists alike. This

PUB DATE- Jan 97
NOTE- 9p.; In: VA::Λ nQŬe::::: J ŬrneQ:: t ard VA::Ŭal LΛ::eracQ. Selec::ed ReadΛng:: fr m the AnnŬal C nference f the In::erna::Λ nal VA::Ŭal LΛ::eracQ A:::: cΛa::Λ n (28::h, CheQenne, WQ mΛng, Oc:: ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 PlŬ:: P ::age.
PUB TYPE- Rep r:::: - E alŬa::Λ e/Fea::ΛbΛlΛ::Q (142),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Ab::::rac:: Rea:: nΛng; *C gnΛ::Λ e Pr ce::::e::; C ncep:: F rma::Λ n; *Inf rma::Λ n Pr ce::::Λng; M del::; Percep::Λ n; PΛc:: rΛal S::ΛmŬlΛ; ThΛnkΛng SkΛll::; *VΛ::Ŭal LΛ::eracQ; *VΛ::Ŭal S::ΛmŬlΛ
IDENTIFIERS- Ic nΛcΛ::Q; *PhΛl :: phΛcal InflŬence::; Repre::en::a::Λ nal ThΛnkΛng; *VΛ::Ŭal C mmŬnΛca::Λ n

One f the m :::: ba::Λc the re::Λcal area:: in the s::ŬdQ f vΛ::Ŭal c mmŬnΛca::Λ n and vΛ::Ŭal lΛ::eracQ i:: the na::Ŭre f repre::en::a::Λ n. S me f the imp r::an:: re::earch in thΛ:: area i:: re Λe ed in thΛ:: paper, and a m del f repre::en::a::Λ n i:: de el ped tha:: sa::Λ::fΛe:: manQ f the phΛl :: phΛcal c ncern::. The paper begΛn:: Λ::h a dΛ::cŬ::::Λ n n the rela::Λ n::hΛp be:: een pΛc::Ŭre:: and realΛ::Q. ThΛ:: rela::Λ n::hΛp depend:: up n the na::Ŭre f the sΛgn. Ic nΛc and inde::Λcal sΛgn:: are hΛghlQ dependen:: n re::emblance and lΛkene::::; sQmb lΛc sΛgn::, h e er, depend n c n en::Λ nal rela::Λ n::hΛp:: tha:: ha e t be learned. DΛ::cŬ::::Λ n then m e:: t the m del, hΛch map:: repre::en::a::Λ n in term:: f f Ŭr tQpe:: f inf rma::Λ n pr ce::::Λng: c n en::Λ n, na::Ŭral percep::Λ n, abdŬc::Λ n, and c gnΛ::Λ e pr ce::::Λng. S me phΛl :: pher:: argŬe tha:: all b::er a::Λ n:: are read in a c de u::Λng c n en::Λ n::. In c n::ra::::, ::her:: Λ::h the s -called " bjec::Λ e" vΛe sŬgge:::: tha:: the aQ:: thΛng:: l k are taken t be bjec::Λ e pr per::Λe:: f the vΛ::Ŭal rld. A nŬmber f sch lar:: belΛe e tha:: pΛc:: rΛal repre::en::a::Λ n i:: a na::Ŭral pr ce:::: tha:: u::e:: inb rn percep::Ŭal pr ce::::e:: t genera::e meanΛng::. An ::her appr ach t under::::andΛng repre::en::a::Λ n i:: the n ::Λ n f abdŬc::Λ n, hΛch i:: a aQ f thΛnkΛng ba::ed n hQp ::he::Λ:: bŬΛldΛng and c njec::Ŭre ra::her than f rmal dedŬc::Λ e r indŬc::Λ e rea:: nΛng. SŬbjec::Λ e vΛ::Λ n i:: ba::ed n the idea tha:: pe ple learn t in::erpre:: vΛ::Ŭal effec::::; h e er, mŬch f ha:: i:: in::erpre::ed reflec:::: na::Ŭral cŬe:: tha:: are rec gnΛΛed a:: par:: f a larger schema. MappΛng the fΛeld f repre::en::a::Λ n admΛ:::: the valΛdΛ::Q f the dΛfferen:: vΛe p Λn:::: and make:: an argŬmen:: f r the c mple::Λ::Q f vΛ::Ŭal repre::en::a::Λ n. (C n::aΛn:: 16 reference::.) (AEF)

ED 408 974 IR 018 387

Valen::Λne, SherΛ::e L.
S::Ŭden:: NŬr::e::' Percep::Λ n:: f H ::pΛ::al S::aff M delΛng Beha Λ r::.
PUB DATE- Jan 97
NOTE- 5p.; In: VA::Λ nQŬe::::: J ŬrneQ:: t ard VA::Ŭal LΛ::eracQ. Selec::ed ReadΛng:: fr m the AnnŬal C nference f the In::erna::Λ nal VA::Ŭal LΛ::eracQ A:::: cΛa::Λ n (28::h, CheQenne, WQ mΛng, Oc:: ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 PlŬ:: P ::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- EdŬca::Λ nal En Λr nmen::; H ::pΛ::al Per:: nnel; *LearnΛng E¤perΛence; *M delΛng (P::Qch l gQ); *NŬr::Λng EdŬca::Λ n; *Ob::er a::Λ nal LearnΛng; QŬe::::Λ nnaΛre::; R le M del::; *S::Ŭden:: Reac::Λ n; S::Ŭden:: SŬr eQ::; T Year C llege S::Ŭden::::; T Year C llege::
IDENTIFIERS- LearnΛng En Λr nmen::::; *Pr fe::::Λ nal Beha Λ r;

C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Change; C mm¥nΛ::Q A::::Λ::¥de::; C mm¥nΛ::Q R le; C mp¥::er MedΛa::ed C mm¥nΛca::Λ n; Female::; Male::; *Ma:::: MedΛa Effec:::; *Ma:::: MedΛa R le; *Se¤ BΛa::; *Se¤ DΛfference::; S cΛal Infl¥ence::; *S::ere ::Qpe::; Techn l gQ; *VΛ::¥al S::Λm¥lΛ

Image:: f s cΛe::Q reflec:: the s::ere ::Qpe:: and the realΛ::Λe:: f gender trackΛng, f::en separa::Λng male:: fr m female::. The me::::age:: f gender separa::Λ n begΛn earlQ, laced thr ¥gh ¥:: s cΛe::Q in manQ aQ::. ThΛ:: paper e¤pre::::e:: dΛfferen:: p Λn::: f vΛe ab ¥:: the rela::Λ n::hΛp:: be:: een male:: and female::, the c mp¥::er c¥l::¥re, the infl¥ence f ma::: medΛa, and c mm¥nΛ::Q. DΛ::c¥:::Λ n incl¥de:: the neglec:: and mΛ:::Λ n f female:: fr m ma::h and techn l gQ fΛeld::; bΛa::e:: e Λdence:: in chΛldren':: game::, cla:::r m prac::Λce::, ed¥ca::Λ nal de::Λgn, ad er::Λ::emen:::, and vΛ::¥al me::::age:: c n eQed bQ the en::er::aΛnmen:: ind¥:::rQ; dΛfferen:: tQpe:: f u::age and a:::Λ::¥de:: t ard c mp¥::er:: be:: een male:: and female::; dΛfference:: in nlΛne c mm¥nΛca::Λ n s::Qle:: be:: een male:: and female::; the r le f c mm¥nΛ::Λe:: in s cΛe::Q, in helpΛng pe ple e:::ablΛ::h iden::Λ::Λe::, and al:: in e¤cl¥dΛng pe ple; e:::ablΛ::hΛng a c mm n gr ¥nd be:: een male and female c mm¥nΛ::Λe:: thr ¥gh change:: in imagerQ p r::raQed t the general p¥blΛc; the r le f paren::: and teacher:: in separa::Λng male:: and female::; and the pp r::¥nΛ::Q thr ¥gh W rld WΛde Web c mm¥nΛca::Λ n f r the p¥blΛc t shape the me::::age:: ab ¥:: shared space and gender s::ere ::Qpe::. (C n::aΛn:: 41 reference::.) (AEF)

ED 408 993 IR 018 406

Kn¥pfer, NancQ Nel:: n; Gram, There::a E.
Ob:::r¥c::Λ e In::erac::Λ e Tele Λ::Λ n De::Λgn::: The Infl¥ence f C¥l::¥re, Gender and P er.
PUB DATE- Jan 97
NOTE- 11p.; In: VΛ::Λ nQ¥e:::: J ¥rneQ:: t ard VΛ::¥al LΛ::eracQ. Selec::ed ReadΛng:: fr m the Ann¥al C nference f the In::erna::Λ nal VΛ::¥al LΛ::eracQ A::: cΛa::Λ n (28::h, CheQenne, WQ mΛng, Oc:: ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P :::age.
PUB TYPE- Rep r::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Ad p::Λ n (Idea::); C mp¥::er Ne:: rk::; C¥l::¥re; *DecΛ::Λ n MakΛng; *Eq¥al Ed¥ca::Λ n; Inf rma::Λ n Techn l gQ; *In::erac::Λ e Tele Λ::Λ n; P er S::r¥c::¥re; Se¤ DΛfference::; S cΛal Infl¥ence::; U::er Need:: (Inf rma::Λ n)
IDENTIFIERS- *C¥l::¥ral Val¥e::; Gender I:::¥e::

ThΛ:: s::¥dQ c n::rΛb¥::e:: t dΛ::c ¥r::e s¥rr ¥ndΛng eq¥Λ::Q in pp r::¥nΛ::Λe:: f r c n:::Λ::¥encΛe:: h are under-repre::en::ed in the decΛ::Λ n makΛng pr ce::: s¥rr ¥ndΛng in::erac::Λ e tele Λ::Λ n (ITV) ad p::Λ n, Qe:: acc ¥n:: f r a grea:: p r::Λ n f fac¥l::Q and s::¥den::: h m¥::: then u::e i::. The paper t ¥che:: n the ma::erΛal e¤pre:::Λ n f a c¥l::¥re':: val¥e sQ:::em, ill¥mΛna::e:: the p er s::r¥c::¥re:: under hΛch ITV ne:: rk:: pera::e, re Λe :: c mm n de::Λgn fea::¥re:: f ITV cla:::r m:: and spec¥la::e:: up n the na::¥re f ITV in:::r¥c::Λ nal pre::en::a::Λ n::. The s::¥dQ indΛca::e:: tha:: e en a:: ITV i:: rep¥::ed t be s¥cce:::f¥l and lΛbera::Λng, i:: i:: p ::en::ΛallQ b:::r¥c::Λ e and dΛ::emp erΛng a:: the same tΛme; i:: sh :: h ITV can in::erfere Λ::h g al achΛe emen:: f r s::¥den::: and in:::r¥c:: r:: h ::e need:: and preference:: are ign red thr ¥gh ¥:: the plannΛng, implemen::a::Λ n, and e al¥a::Λ n pr ce:::e::. The paper c ncl¥de:: Λ::h a rec mmenda::Λ n tha:: grea:: care m¥::: be taken bQ decΛ::Λ n maker:: t in::¥re tha:: the manQ need:: f the ac::¥al u::er:: are iden::ΛfΛed and eq¥Λ::ablQ addre:::ed, hΛch mean:: in Λ::Λng and embracΛng the par::ΛcΛpa::Λ n f varΛ ¥:: repre::en::a::Λ e

Logic, Structured Query Language, and Data Searches. The two appendices describe a library application of BASIC programming language and a certificate program in computer literacy for librarians. Also includes an index and annotated bibliography with sources listed by chapter. (SWC)

ED 409 010 IR 056 401

Roy, Loriene
The Public Library as a Popular Materials Center.
PUB DATE- Mar 97
NOTE- 19p.; Paper presented at the Joint Meetings of the Popular Culture Association and American Culture Association (San Antonio, TX, March 26-29, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Library Collection Development; *Library Role; *Library Services; Library Standards; *Popular Culture; *Public Libraries; Reading; User Needs (Information); *User Satisfaction (Information); Users (Information)
IDENTIFIERS- Bookstores; Boston Public Library MA

Since their founding, public libraries have debated their role in providing access to popular culture. This paper describes the historical development of public libraries as popular materials centers, and traces the development of library standards, particularly the seminal publication, "Planning and Role Setting for Public Libraries: A Manual of Options and Procedures." The founding and evolution of the Boston Public Library (Massachusetts) is discussed. While a new category of library service dissenters calls for a return to traditional, scholarly book-oriented programs in libraries, bookstores have emerged as competitors in popular book-centered programming. (Contains 27 references.) (SWC)

ED 409 011 IR 056 402

Volunteers: We Couldn't Do It Without Them! Videotape.
PUB DATE- 97
NOTE- 0p.; Videotape running time: 25 minutes.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Non-print Media (100), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Labor Needs; *Library Administration; Library Development; *Library Personnel; Library Planning; Library Policy; Library Services; Program Development; Program Implementation; Volunteer Training; *Volunteers
IDENTIFIERS- *Volunteer Management; Volunteer Recruitment; Volunteer Retention

This video provides guidelines for establishing a successful volunteer program in any library. Topics include: the benefits of volunteers to libraries; getting a volunteer program started and functioning; recruiting volunteers; interviewing volunteers; effectively training volunteers; acknowledgment of volunteers; and handling uncooperative or problem volunteers. The video features volunteers, volunteer coordinators, and other library staff members who have experience dealing with the issues associated with volunteer management. A resource-and-

LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01/PC01 PlᏙ¤ P ¤¤age.
PUB TYPE- NᏙmerΛcal/QᏙan¤Λ¤a¤Λ e Da¤a (110),Rep r¤¤ - Re¤earch/TechnΛcal (143)
DESCRIPTORS- *C llege GradᏙa¤e¤; C mmᏙnΛ¤Q C llege¤; *EdᏙca¤Λ nal QᏙalΛ¤Q; *Par¤ΛcΛpan¤ Sa¤Λ¤fac¤Λ n; Pr gram Effec¤Λ ene¤¤; Sch l Effec¤Λ ene¤¤; *S¤Ꮩden¤ Charac¤erΛ¤¤Λc¤; Table¤ (Da¤a); T Year C llege¤
IDENTIFIERS- AmerΛcan C llege Te¤¤Λng S¤Ꮩden¤ OpΛnΛ n SᏙr eQ; *GradᏙa¤e A¤¤Λ¤Ꮩde¤; Pen¤ac la JᏙnΛ r C llege FL

In sprΛng 1992, Fl rΛda'¤ Pen¤ac la JᏙnΛ r C llege maΛled the T - Year C llege F rm f the AmerΛcan C llege Te¤¤Λng (ACT) S¤Ꮩden¤ OpΛnΛ n SᏙr eQ t the 557 s¤Ꮩden¤¤ h had earned an A¤ cΛa¤e in Ar¤¤ degree (AA), an A¤¤ cΛa¤e in ScΛence degree, r cer¤ΛfΛca¤e in fall 1991. The sᏙr eQ s Ꮩgh¤ inf rma¤Λ n n the gradᏙa¤e¤' rea¤ n¤ f r selec¤Λng PJC, ra¤Λng¤ f PJC a¤ the tΛme tha¤ theQ applΛed f r admΛ¤¤Λ n, pΛnΛ n¤ regardΛng he¤her theQ Ꮩld ch ¤e PJC agaΛn if s¤ar¤Λng c llege er, ra¤Λng¤ f the "Λmpre¤¤Λ ene¤¤ f qᏙalΛ¤Q" a¤ PJC, and sa¤Λ¤fac¤Λ n Λ¤h ser Λce¤ and pr gram¤. SᏙr eQ re¤Ꮩl¤¤, ba¤ed n u¤able re¤p n¤e¤ fr m 39.9% (n=222) f the gradᏙa¤e¤, inclᏙded the f ll Λng: (1) the m ¤¤ c mm nlQ cΛ¤ed maj r rea¤ n f r selec¤Λng PJC a¤ c n enΛen¤ l ca¤Λ n, cΛ¤ed bQ 62.6% f the re¤p nden¤¤; (2) 39.2% f the re¤p nden¤¤ indΛca¤ed tha¤ theQ Ꮩld defΛnΛ¤elQ ch ¤e PJC if s¤ar¤Λng c llege agaΛn and an ¤her 38.7% indΛca¤ed tha¤ theQ Ꮩld pr bablQ ch ¤e the c llege; and (3) re¤p nden¤¤ ere generallQ verQ sa¤Λ¤fΛed Λ¤h the c llege, Λ¤h 80.6% ra¤Λng PJC'¤ edᏙca¤Λ nal qᏙalΛ¤Q a¤ e¤cellen¤ r g d. An appendΛ¤ pr Λde¤ da¤a n re¤p nden¤¤' age; age bQ gender, fᏙll-/par¤-¤Λme s¤a¤Ꮩ¤, and campᏙ¤; gender; and race. (HAA)

ED 409 029 JC 970 303

Pen¤ac la JᏙnΛ r C llege In¤¤Λ¤Ꮩ¤Λ nal Effec¤Λ ene¤¤ Pr gre¤¤ Rep r¤, 1994. (1993-1994 AcademΛc Year) (Pr gre¤¤-¤ -Da¤e).
PUB DATE- 2 Dec 94
NOTE- 27p.; Rep r¤ prΛn¤ed n c l red paper.
LANGUAGE- EnglΛ¤h
EDRS PrΛce- MF01/PC02 PlᏙ¤ P ¤¤age.
PUB TYPE- NᏙmerΛcal/QᏙan¤Λ¤a¤Λ e Da¤a (110),Rep r¤¤ - De¤crΛp¤Λ e (Pr gram/Pr jec¤ De¤crΛp¤Λ n¤) (141)
DESCRIPTORS- C llege CᏙrrΛcᏙlᏙm; *C llege OᏙ¤c me¤ A¤¤e¤¤men¤; C mmᏙnΛ¤Q C llege¤; E alᏙa¤Λ n CrΛ¤erΛa; In¤¤rᏙc¤Λ nal Effec¤Λ ene¤¤; *OrganΛΛa¤Λ nal Objec¤Λ e¤; *Sch l Effec¤Λ ene¤¤; *Self E alᏙa¤Λ n (Gr Ꮩp¤); S¤Ꮩden¤ Per¤ nnel Ser Λce¤; Table¤ (Da¤a); T Year C llege¤
IDENTIFIERS- Pen¤ac la JᏙnΛ r C llege FL

ThΛ¤ rep r¤ inclᏙde¤ c mprehen¤Λ e g al, bjec¤Λ e, indΛca¤ r, and u¤e s¤a¤emen¤ da¤a; analQ¤Λ¤ f indΛca¤ r¤; c nclᏙ¤Λ n¤; and rec mmenda¤Λ n¤. In sprΛng 1994, Fl rΛda'¤ Pen¤ac la JᏙnΛ r C llege (PJC) under¤ k the sec nd a¤¤e¤¤men¤ f in¤¤Λ¤Ꮩ¤Λ nal effec¤Λ ene¤¤ u¤Λng an a¤¤e¤¤men¤ plan de el ped be¤ een 1990 and 1993. OᏙ¤c me¤ ere e¤amΛned f r the 1993-94 academΛc Qear Λ¤h re¤pec¤ t the 51 g al¤, 147 bjec¤Λ e¤, and 147 indΛca¤ r¤ f effec¤Λ ene¤¤ iden¤ΛfΛed bQ the a¤¤e¤¤men¤ plan in 16 fᏙnc¤Λ nal area¤. Area sᏙper Λ¤ r¤ ere reqᏙe¤¤ed t rep r¤ n a¤ lea¤¤ ne bjec¤Λ e and ne indΛca¤ r, al¤h Ꮩgh manQ selec¤ed m re than ne. Re¤Ꮩl¤¤ f the pr ce¤¤ inclᏙded the f ll Λng: (1) a t ¤al f 154 indΛca¤ r rep r¤¤ ere receΛ ed fr m the sᏙper Λ¤ r¤ f r 1993-94; (2) ba¤ed n the¤e rep r¤¤, 86.4% (n=133) f the indΛca¤ r¤ ere fᏙllQ achΛe ed in term¤ f le el¤ f perf rmance de¤Λgna¤ed in the a¤¤e¤¤men¤ plan; and (3) indΛca¤ r¤ tha¤ ere n ¤ me¤ inclᏙded achΛe Λng an analysis of covariance for post-test scores using pre-test scores as a covariate are appended. Contains 15 references. (HAA)

ED 409 047 JC 970 362

Running Start: 1995-96 Annual Progress Report.
PUB DATE- Jan 97
NOTE- 15p.; For the 1994-95 Report, see ED 390 486.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Credits; *College School Cooperation; Community Colleges; Cost Effectiveness; *Dual Enrollment; *Educational Finance; *High School Students; High Schools; *Program Budgeting; Program Effectiveness; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

Created in 1990 by the Washington State Board for Community and Technical Colleges, the Running Start (RS) program allows eleventh and twelfth grade high school students to take college-level courses tuition-free. In 1992-93, the first full year of statewide implementation, approximately 3,508 students participated in the program, while that number increased to over 8,600 students by 1995-96. Research indicates that 59% of the 1995-96 RS students were female, 14% were students of color, the average credit load taken by the students was 9-10 credits per quarter, and the students' average grade point average (GPA) was 2.8. The 400 RS students who transferred to the University of Washington during fall 1995 had an average GPA of 3.03 and averaged 15 credits per quarter. Since K-12 funds are used to pay for the students in both their high school and college, RS saved Washington taxpayers approximately $14.1 million in 1995-96 and saved participants $6.6 million in college tuition costs. In response to K-12 administrators' concerns over the shift of funds and students from high school advanced placement programs to the RS program, the Board has recommended an increase of $3.6 million for the 1997 budget to help affected districts. Finally, in fall 1997 a plan will be implemented to reduce the high school credit awarded for completion of college course work. Data on RS enrollments and RS students entering the University of Washington are attached. (TGI)

ED 409 048 JC 970 363

Community and Technical College High School Partnerships.
PUB DATE- Nov 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advanced Placement Programs; *Articulation (Education); *College Bound Students; *College School Cooperation; Community Colleges; *Cooperative Programs; Dual Enrollment; *Educational Practices; *High School Students; High Schools; State Surveys; Tech Prep; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

Since 1990, education reform efforts in Washington have encouraged the development of cooperative programs between the state's high schools and community and technical colleges.

70% of the 357 developmental students and 80% of the 460 nondevelopmental students passing. However, 17% of the developmental students withdrew or took incompletes, compared to 10% of the nondevelopmental students. The study found no statistically significant differences in the pass and fail performance of the two groups when withdrawals and incomplete grades were dropped from consideration. When only pass and fail categories were evaluated, the two groups performed in a statistically similar fashion. Descriptions of developmental English courses at the college and data tables are appended. (Author/HAA)

ED 409 066 JC 970 383

Kintzer, Frederick C.
Articulation and Transfer: Critical Contributions to Lifelong Learning.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Articulation (Education); College Role; *College Transfer Students; Community Colleges; Credits; *Experiential Learning; *Lifelong Learning; *Transfer Programs; *Two Year Colleges; Vocational Education

Articulation can be understood as the processes and relationships involved in the vertical and lateral movement of students throughout a formal education system. Transfer, or the mechanics of credit, course, and curriculum exchange, is one process of articulation, while lifelong learning incorporates experiential learning and continuing education units into articulation policies and strategies. Short-cycle institutions, known variously as community colleges, polytechnic institutions, or institutes of technology, play a significant role in linking lower and higher education. These institutions are instrumental in the horizontal and vertical transfer of students, including regular academic transfers, stopouts, adults interested in lifelong learning or transferring credits from work experience, and underprepared students. Four types of transfer agreements exist between institutions: formal and legally based guidelines and policies, special state-wide agreements on vocational-technical credit transfer, state system policies, and voluntary agreements among systems or individual institutions. Assessment procedures for experiential learning, including the use of student portfolios, have been developed, although procedures for exchanging such credits have been slow to develop due to the volume and diversity of such experiences. Although it is difficult to forecast the future of articulation, it is likely that programs will have to adapt to new student populations, the growth of business-sponsored training programs, new technologies, and declining funding. Contains 21 references. (HAA)

ED 409 067 JC 970 384

Baker, Beryle I.; Meadows, Mark
Two-Year College Students and Date Rape: An Empowerment Model.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

such as drugs, alcohol, sex, and peer pressure; and (9) be aware of fast-breaking news stories with violent or sexual content. The booklet includes lists of organizations for information and referral, and lists of readings for parents and for children. (EV)

ED 409 085 PS 025 419

Our Special World: Parents and Preschoolers Living, Learning and Playing Together.
PUB DATE- Aug 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Daily Living Skills; Learning Activities; Parent Child Relationship; *Parents as Teachers; Play; *Preschool Children; Preschool Education
IDENTIFIERS- *Daily Activities

This booklet describes specific ways that parents can help their preschool children learn during the routines of a typical day. It provides general guidelines on safety, child development, and parental expectations, as well as learning activities that can be used when children are waking up, dressing, getting ready for preschool, playing alone, playing with other children, playing outside, doing chores, eating meals at home, interacting with visitors at home, bathing, toilet training, getting ready for bed, traveling in the car, shopping, and participating in activities in a community setting (such as libraries, parks, and restaurants). The booklet also discusses learning activities and situations in regard to discipline, vacations, and holidays, along with the stages of early childhood development. It explains how many common household items can be used to help young children learn. A list of national and State of Ohio resource agencies and organizations for parents is included. (MDM)

ED 409 086 PS 025 440

Clements, Mari L.; And Others
The Effects of Marital Violence on Children's Relationships with Parents, Peers, and Teachers.
PUB DATE- Apr 97
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; *Family Relationship; *Family Violence; Marital Instability; Parent Child Relationship; *Parents; *Peer Relationship; *Preschool Children; Preschool Education; Preschool Teachers
IDENTIFIERS- *Marital Discord

This study examined the effects of marital violence on children's relationships with parents, peers, and teachers. Forty-eight 4-year-olds and their parents participated in two laboratory sessions: one with all three family members and one with the child alone with several unfamiliar peers. Half of the marital couples were physically violent, while the remaining 24 couples

Rela::Λ n::hΛp; *Paren:: Ed%ca::Λ n; Paren:: Infl%ence; Paren:: Ma::erΛal::; *Paren:: Par::ΛcΛpa::Λ n; Paren:: R le; *Paren:: Sch l Rela::Λ n::hΛp; Paren::Λng SkΛll::; Paren:::; *Paren::: a:: Teacher::; Par::ner::hΛp:: in Ed%ca::Λ n; Pre::ch l ChΛldren; *Pre::ch l C%rrΛc%l%m; Pre::ch l Ed%ca::Λ n; S::%den:: Cen::ered C%rrΛc%l%m; T ddler::

IDENTIFIERS- ChΛld Cen::ered Ed%ca::Λ n; *Paren:: ChΛld Ed%ca::Λ n Pr gram

ThΛ:: b k pre::en::: a paren:: in l emen:: m del b%Λl:: n a f %nda::Λ n f p%blΛc sch l-ba::ed paren:: ed%ca::Λ n semΛnar:: and h me-ba::ed infan::-:: ddler plaQ-and-learn ac::Λ Λ::Λe::. The g al i:: t en::%re tha:: chΛldren begΛn theΛr sch l e¤perΛence readQ t learn and bec me c mpe::en::, c nfΛden:: learner::. The b k begΛn:: Λ::h a hΛ::: rΛcal er Λe f paren::al in l emen::. Ne:::, the paren:: in l emen:: pr ce::: i:: de::crΛbed, incl%dΛng paren:: ed%ca::Λ n cla:::e::, a c%rrΛc%l%m f de el pmen::allQ appr prΛa::e learnΛng ac::Λ Λ::Λe:: f r paren::: t u::e a:: h me, and a de el pmen::al re Λe a:: age 3 t iden::ΛfQ area:: tha:: need ::reng::henΛng and a f ll -%p re Λe a:: age 5 t a:::e::: the pr gre::: made. In addΛ::Λ n t pre::en::Λng thΛ:: m del, the b k ffer:: a dΛ::c%:::Λ n f the g%Λdance appr ach t dΛ::cΛplΛne and managΛng chΛld beha Λ r, incl%dΛng the "fΛf::een pΛllar:: f paren::Λng." I:: al:: pr Λde:: a prac::Λcal l k a:: earlQ lΛ::eracQ and a chap::er n specΛal need::, incl%dΛng A:::en::Λ n DefΛcΛ:: DΛ:: rder::, the gΛf::ed, and the dΛfferen::lQ abled. The fΛnal sec::Λ n f the b k c n::aΛn:: the c mple::e chΛld-cen::ered, ac::Λ Λ::Q-ba::ed pr gram, hΛch i:: a c%rrΛc%l%m f ac::Λ Λ::Λe:: de::Λgned t pr m ::e the de el pmen:: f c gnΛ::Λ e, m :: r, s cΛalΛΛa::Λ n, lang%age, and self-e:::eem skΛll::; i:: incl%de:: keQ de el pmen::al mΛle::: ne:: and 185 plaQ ac::Λ Λ::Λe:: Λ::h ::ep-bQ-:::ep in:::r%c::Λ n::. C n::aΛn:: 64 reference::. (SD)

ED 409 105 PS 025 565

CalΛf rnΛa C %n::Q Da::a B k, 1994.

SPONS. AGENCY- AnnΛe E. Ca::eQ F %nda::Λ n, Bal::Λm re, MD.; Jame:: G. Ir Λne F %nda::Λ n, San FrancΛ::c , CA.; WΛllΛam and Fl ra He le::: F %nda::Λ n, Pal Al:: , CalΛf.

PUB DATE- 94

NOTE- 156p.; F r the 1995 Da::a B k, see PS 025 566.

LANGUAGE- EnglΛ::h

EDRS PrΛce- MF01/PC07 Pl%:: P :::age.

PUB TYPE- N%merΛcal/Q%an::Λ::a::Λ e Da::a (110),Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141)

DESCRIPTORS- AcademΛc AchΛe emen::; Ad le::cen:::; BΛr::h WeΛgh::; BΛr::h:: t SΛngle W men; ChΛld Ab%::e; *ChΛld Heal::h; ChΛld S%pp r::; ChΛld Welfare; *ChΛldren; C %n::Λe::; CrΛme; DelΛnq%encQ; Dem graphQ; Dr p %:::; EarlQ Paren::h d; Ec n mΛcallQ DΛ::ad an::aged; EnglΛ::h (Sec nd Lang%age); Imm%nΛΛa::Λ n Pr gram::; Infan:::; MΛn rΛ::Q Gr %p ChΛldren; M r::alΛ::Q Ra::e; One Paren:: FamΛlQ; P er::Q; *S cΛal IndΛca:: r::; *S::a::e S%r eQ::; S::a::Λ:::Λcal S%r eQ::; Table:: (Da::a); Trend AnalQ::Λ::; *Well BeΛng

IDENTIFIERS- *CalΛf rnΛa; CalΛf rnΛa LearnΛng A:::e:::men:: SQ:::em; O%:: f H me Care

ThΛ:: da::a b k e¤amΛne:: ::a::e Λde trend:: in the ell-beΛng f CalΛf rnΛa':: chΛldren. CalΛf rnΛa i:: the nlQ ::a::e here the maj rΛ::Q f the chΛldren (56%) c me fr m AfrΛcan-AmerΛcan, La::Λn , A::Λan, and Na::Λ e AmerΛcan famΛlΛe::. The rep r:: begΛn:: Λ::h s%mmarQ table:: f general ::a::e fac:::, incl%dΛng: (1) CalΛf rnΛa':: chΛldren under 18; (2) ed%ca::Λ n; (3) safe::Q; (4) heal::h; and (5) ec n mΛc ::a::%::. The b%lk f the rep r:: pr Λde:: c %n::Q-bQ-c %n::Q da::a and incl%de:: c %n::Q rank and ::a::%:: a:: c mpared t ::a::e a erage::. The fΛr::: p Λn:: f fourth part, "Creating a Quality Early Care and Education System," contains two chapters: (1) "A Vision for a Quality Early Care and Education System" (Sharon L. Kagan and Nancy E. Cohen); and (2) "Getting from Here to There: The Process and the Players" (Nancy E. Cohen and Sharon L. Kagan). Each chapter contains references. (LPP)

ED 409 122 PS 025 645

Wormser, Richard
American Childhood: Three Centuries of Youth at Risk.
PUB DATE- 96
NOTE- 135p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indians; Blacks; Change; Child Labor; Child Welfare; *Children; Delinquency; Educational History; Family (Sociological Unit); Immigrants; Military Service; Mortality Rate; Public Education; Racial Bias; Sexuality; *Social History; *United States History; War; Whites; Youth Problems

This study of childhood through the centuries provides a new perspective on the age-old challenge of growing up and thriving in a diverse and complex society. The book consists of a brief introduction followed by eight chapters. Chapter 1, "Crime and Punishment," details crime and punishment of children from the eighteenth century to the present. Chapter 2, "Dying Young," discusses the shocking rate of child mortality in earlier centuries and the reasons for it, and compares that to the current situation. Chapter 3, "Warrior Children," discusses the historical participation of children in wars and military service in this country. Chapter 4, "Sex and Romance," discusses the gradual relaxation of attitudes about it, and the increase in, teenage sexual behavior. Chapter 5, "Working Days," details the history of child labor in the United States. Chapter 6, "Hate Thy Neighbor," describes bigotry among children in the United States over the last two centuries. Chapter 7, "The Struggle To Learn," outlines the history of public education in the United States. Chapter 8, "The Rise and Decline of the Family," provides a historical view of the changing American family. (Contains 50 references and an index.) (DR)

ED 409 123 PS 025 650

Hargreaves, Linda; And Others
The Effects of Major Changes in Class Size on Teacher-Pupil Interaction in Elementary School Classes in England: Does Research Merely Confirm the Obvious
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Size; Classroom Environment; *Elementary Education; Foreign Countries; Outcomes of Education; Questioning Techniques; *Small Classes; Teacher Behavior; Teacher Response; Teacher Student Ratio; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- England

grad¥a::e::' frΛend::hΛp:: and the r le tha:: frΛend::hΛp maQ ha e plaQed in m ::Λ a::Λng the::e s::¥den:::: t bec me h n r grad¥a::e::. S¥bjec:::: ere 6 f the 10 AfrΛcan-AmerΛcan female:: h ere 1996 h n r grad¥a::e::. Da::a ere c llec::ed fr m a par::ΛcΛpan:: q¥e::::Λ nnaΛre and in::er Λe pr :: c l; sch l tran::crΛp::::; and in::::r¥men:::: a::::e::::Λng in::ellΛgence, self-c ncep::, m ::Λ a::Λ nal rΛen::a::Λ n, and sch l a::::Λ::¥de::. Par::ΛcΛpan:::: had abΛlΛ::Q sc re:: in the a erage t ab e a erage range and grade p Λn:: a erage:: rangΛng fr m 89.86 t 93.64 percen::. Par::ΛcΛpan:::: perceΛ ed them::el e:: t be s::r nge:::: in the area f beha Λ ral c nd¥c::; gl bal self- r::h and s cΛal accep::ance ere al:: verQ p ::Λ::Λ e. The nlQ d maΛn in hΛch the gr ¥p mean indΛca::ed nega::Λ e self-percep::Λ n:: a:: a::hle::Λc c mpe::ence. In addΛ::Λ n, par::ΛcΛpan:::: fel:: m ::: s¥cce::::f¥l hen learnΛng ne and in::ere::::Λng thΛng::, s l Λng trΛckQ r c mple¤ pr blem::, under::::andΛng c mplΛca::ed Λdea::, and thΛnkΛng. The gr ¥p agreed tha:: the p¥rp ::e:: f sch lΛng ere t teach s::¥den:::: t erc me b::::acle::, se:: hΛgh s::andard:: and n :: gΛ e up, prepare f r challengΛng j b::, bec me crea::Λ e pr blem s l er::, and be ΛmagΛna::Λ e. Al::h ¥gh par::ΛcΛpan:::: rep r::ed tha:: theQ had s::r ng s¥pp r:: fr m paren:::: and ::her famΛlQ member::, Λ:: a:: the ca::¥al Qe:: c n::Λ::::en:: s¥pp r:: fr m frΛend:: tha:: pr ed t be a crΛ::Λcal fac:: r in theΛr p¥r::¥Λ:: f hΛgh academΛc achΛe emen::. AppendΛce:: incl¥de de::crΛp::Λ n:: f the Self-Percep::Λ n Pr fΛle f r Ad le::cen::::, the M ::Λ a::Λ nal OrΛen::a::Λ n Scale::, and Scale:: f r A::::e::::Λng the P¥rp ::e:: f Sch l. (LP)

ED 409 139   RC 021 080

Ba::Λle, Car le G.; C pleQ, J¥anΛ::a V.
The Effec:: f an O¥::d r Na::¥re In e::::Λga::Λ n Pr gram n Y ¥ng ChΛldren':: AbΛlΛ::Q T Tran::fer Kn ledge.
PUB DATE- Mar 97
NOTE- 7p.; Paper pre::en::ed a:: the Ann¥al Mee::Λng f the AmerΛcan Ed¥ca::Λ nal Re::earch A:::: cΛa::Λ n (ChΛcag , IL, March 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P :::age.
PUB TYPE- Rep r:::: - E al¥a::Λ e/Fea::ΛbΛlΛ::Q (142), Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- C ncep:: F rma::Λ n; *Elemen::arQ Sch l S::¥den::::; *GeneralΛΛa::Λ n; Grade 3; Hand:: n ScΛence; LearnΛng S::ra::egΛe::; *O¥::d r Ed¥ca::Λ n; PrΛmarQ Ed¥ca::Λ n; Pr blem S l Λng; Pr gram Effec::Λ ene::::; Schema::a (C gnΛ::Λ n); *ScΛence Ed¥ca::Λ n; TeachΛng Me::h d::; *Tran::fer f TraΛnΛng
IDENTIFIERS- *Na::¥re S::¥dQ

ThΛ:: s::¥dQ e¤amΛned the effec:: f u::Λng an ¥::d r na::¥re in e::::Λga::Λ n pr gram n the abΛlΛ::Q f thΛrd-grade s::¥den:::: t tran::fer kn ledge. SpecΛfΛcallQ, the s::¥dQ de::ermΛned he::her the pr gram enhanced s::¥den::::' abΛlΛ::Q t tran::fer declara::Λ e (fac:::: and c ncep::::), pr ced¥ral (pr ce:::: skΛll::), and schema::Λc (e¤perΛence) kn ledge t a se:: f tran::fer sΛ::¥a::Λ n::. F r::Q-fΛ e thΛrd-grade s::¥den:::: fr m an urban elemen::arQ sch l ere dΛ Λded in:: 2 gr ¥p::, b ::h f hΛch ere ta¥gh:: scΛence bQ the same teacher in c n::ec¥::Λ e 7- eek unΛ::::. The maΛn theme f each unΛ:: a:: habΛ::a::::. The trea::men:: pr gram, u::ed nlQ Λ::h the sec nd s::¥den:: gr ¥p, in l ed s::¥den:::: bec mΛng scΛen::Λ:::: bQ readΛng ab ¥:: a par::Λc¥lar t pΛc, p ::Λng q¥e::::Λ n::, c llec::Λng da::a in theΛr sch lQard, and analQΛΛng the da::a bQ crea::Λng graph:: and char::::. S::¥den:::: ere in::er Λe ed af::er a::chΛng vΛde vΛgne::::e:: tha:: pre::en::ed sΛ::¥a::Λ n:: req¥ΛrΛng generalΛΛa::Λ n fr m ha:: theQ had learned d¥rΛng the unΛ::. Re::¥l:::: indΛca::e tha:: b ::h gr ¥p:: effec::Λ elQ tran::ferred kn ledge t the m re sΛmΛlar scenarΛ , b¥:: nlQ

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description) (141),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indians; Community Services; *Disabilities; *Family Involvement; Program Attitudes; *Rehabilitation Programs; *Reservation American Indians; Social Support Groups; Surveys; *Vocational Rehabilitation
IDENTIFIERS- Barriers to Participation; Training Needs; Tribal Management

Surveys of tribal program directors and staff examined the extent to which American Indian vocational rehabilitation (VR) (Section-130) projects used the family and other natural support systems to provide comprehensive rehabilitation services to transition age adolescents and adults with disabilities. Responses were received from directors of 18 of 22 Section-130 projects existing in 1994 and from 36 staff members working in 15 tribal VR projects. The director survey found that 40 percent of projects were administered by tribal departments of education, 90 percent of directors encouraged family involvement, projects served an average of 82 clients per year, and the most common disabling condition (40 percent) was alcohol or substance abuse. The median unemployment rate was 49 percent, and employment opportunities were concentrated in service areas. Among staff respondents, 83 percent were American Indian or Alaska Native. A third of the staff had worked in VR for less than 1 year, and none was a certified rehabilitation counselor. Direct service staff saw an average of 36 clients. The top three family-related services reported were transportation services, home visitation, and information about the disabling condition. Barriers to family involvement included lack of transportation, lack of knowledge about the VR process, and lack of time. Directors were much more likely than staff to support statements about institutional capacity for family involvement. Identified needs included increased funding, more outreach staff, greater space allotment in facilities, and staff and family training. Contains 21 references. Appendices include survey instruments. (SV)

ED 409 156 RC 021 109

Marshall, Catherine A.; And Others
Vecinos y Rehabilitacion: Assessing the Needs of Indigenous People with Disabilities in Mexico. Final Report English Version = Vecinos y Rehabilitacion: Evaluacion de las Necesidades de los Indigenas con Discapacidades en Mexico. Reporte Final Version en Espanol.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 255p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description) (141),Reports - Descriptive (Program/Project Description) (141)
DESCRIPTORS- Access to Education; *American Indians; Community Services; *Disabilities; *Educational Needs; Elementary Secondary Education; Employment; *Employment Problems; Family Involvement; Foreign Countries; Indigenous Populations; Mexicans; Needs Assessment; *Rehabilitation; Research Needs; Rural Areas
IDENTIFIERS- *Access to Services; *Mexico (Oaxaca); Training Needs

Available in English and Spanish, this document reports on a survey of the circumstances and needs of disabled indigenous people in Oaxaca state, Mexico. Assisted by a Oaxaca reǁ ¥rceǁ f r ed¥caǁ rǁ, inf rmaǁΛ n n NCTM'ǁ h me page n the inǁerneǁ, and charǁΛng the planeǁǁ. C nǁaΛnǁ referenceǁ f r pr feǁǁΛ nalǁ and sǁ¥denǁǁ. (JRH)

ED 409 174 SE 060 321

H ¥ǁe, PeggQ, Ed.
MΛǁǁΛ n MaǁhemaǁΛcǁ: LΛnkΛng Aer ǁpace and the NCTM Sǁandardǁ, 9-12.
PUB DATE- 97
NOTE- 140p.
LANGUAGE- EnglΛǁh
EDRS PrΛce- MF01 Pl¥ǁ P ǁǁage. PC N ǁ A aΛlable fr m EDRS.
PUB TYPE- G¥Λdeǁ/Meǁh dǁ/TechnΛq¥eǁ (F r PracǁΛǁΛ nerǁ) - Claǁǁr m Uǁe - TeachΛng G¥Λdeǁ (F r Teacher) (052)
DESCRIPTORS- Aǁǁr n mQ; C mm¥nΛcaǁΛ n (Th ¥ghǁ Tranǁfer); *InǁerdΛǁcΛplΛnarQ Appr ach; *MaǁhemaǁΛcǁ AcǁΛ ΛǁΛeǁ; Meaǁ¥remenǁ; *ScΛence AcǁΛ ΛǁΛeǁ; Sec ndarQ Ed¥caǁΛ n; Space E¤pl raǁΛ n; *Space ScΛenceǁ
ThΛǁ b k iǁ deǁΛgned t preǁenǁ maǁhemaǁΛcal pr blemǁ and taǁkǁ thaǁ f c¥ǁ n the NaǁΛ nal C ¥ncΛl f Teacherǁ f MaǁhemaǁΛcǁ (NCTM) c¥rrΛc¥l¥m and e al¥aǁΛ n sǁandardǁ in the c nǁeǁǁ f aer ǁpace acǁΛ ΛǁΛeǁ. Iǁ aΛmǁ aǁ inǁr d¥cΛng sǁ¥denǁǁ t s me f the e¤cΛǁΛng and sΛgnΛfΛcanǁ aQǁ in hΛch maǁhemaǁΛcǁ mΛghǁ c nǁΛn¥e t engage them in haǁe er career paǁhǁ theQ maQ ulǁΛmaǁelQ ch ǁe. ThΛǁ b k iǁ deǁΛgned t preǁenǁ sΛgnΛfΛcanǁ maǁhemaǁΛcǁ aǁ a le el aǁǁaΛnable bQ hΛgh sch l sǁ¥denǁǁ, engage sǁ¥denǁǁ in reaǁ nΛng and pr blem s l Λng, laQ a c ncepǁ¥al f ¥ndaǁΛ n f r underǁǁandΛng maǁhemaǁΛcal ideaǁ, sh c nǁemp rarQ applΛcaǁΛ nǁ f maǁhemaǁΛcǁ in an imp rǁanǁ c nǁeǁǁ uǁΛng c nǁemp rarQ meǁh d l gΛeǁ, and t m ǁΛ aǁe and inǁpΛre sǁ¥denǁǁ. AcǁΛ ΛǁΛeǁ incl¥de: (1) ScalΛng Up; (2) Craǁerǁ, Craǁerǁ, Craǁerǁ; (3) FΛndΛng O¥r WaQ; (4) Whaǁ iǁ OrbΛǁΛng O¥ǁ There ; and (5) Ad anced C mm¥nΛcaǁΛ n SQǁǁem. Alǁ incl¥ded are reǁ ¥rceǁ f r f¥rǁher sǁ¥dQ. An appendΛ¤ c nǁaΛnǁ reǁ ¥rceǁ fr m the NaǁΛ nal Aer na¥ǁΛcǁ and Space AdmΛnΛǁǁraǁΛ n (NASA) f r ed¥caǁ rǁ. (JRH)

ED 409 175 SE 060 322

Trenǁac ǁǁa, Janeǁ, Ed.; KenneQ, Margareǁ J., Ed.
M¥lǁΛc¥lǁ¥ral and Gender Eq¥ΛǁQ in the MaǁhemaǁΛcǁ Claǁǁr m: The GΛfǁ f DΛ erǁΛǁQ. 1997 Yearb k.
PUB DATE- 97
NOTE- 259p.
LANGUAGE- EnglΛǁh
EDRS PrΛce- MF01 Pl¥ǁ P ǁǁage. PC N ǁ A aΛlable fr m EDRS.
PUB TYPE- B kǁ (010)
DESCRIPTORS- Black Sǁ¥denǁǁ; *Claǁǁr m En Λr nmenǁ; *C¥lǁ¥ral DΛfferenceǁ; Ed¥caǁΛ nal Change; ElemenǁarQ Sec ndarQ Ed¥caǁΛ n; *Eq¥al Ed¥caǁΛ n; F reΛgn C ¥nǁrΛeǁ; *InǁǁrǁcǁΛ nal Inn aǁΛ n; MaǁhemaǁΛcǁ C¥rrΛc¥l¥m; *MaǁhemaǁΛcǁ Inǁǁr¥cǁΛ n; MΛn rΛǁQ Gr ¥pǁ; Pr feǁǁΛ nal De el pmenǁ; *Se¤ DΛfferenceǁ
IDENTIFIERS- A¥ǁǁralΛa; NaǁΛ nal C ¥ncΛl f Teacherǁ f MaǁhemaǁΛcǁ
ThΛǁ 1997 Qearb k preǁenǁǁ a vΛǁΛ n f h reǁearch and claǁǁr m pracǁΛceǁ relaǁed t m¥lǁΛc¥lǁ¥ral dΛ erǁΛǁQ and gender eq¥ΛǁQ can reΛnf rce each ǁher t enǁ¥re a p erf¥l maǁhemaǁΛcǁ pr gram f r all sǁ¥denǁǁ regardleǁǁ f theΛr gender, race, eǁhnΛcΛǁQ, r s cΛ ec n mΛc sǁaǁ¥ǁ. ThΛǁ b k c nǁaΛnǁ a varΛeǁQ f perǁpecǁΛ eǁ and dΛ erǁe v Λceǁ thaǁ addreǁǁ rele anǁ iǁǁ¥eǁ and ǁ¥ggeǁǁ p ǁǁΛble m delǁ thaǁ e¤emplΛfQ the vΛǁΛ n. The Qearb k iǁ rganΛǁed in fΛ e parǁǁ: (1) Iǁǁ¥eǁ and PerǁpecǁΛ eǁ; (2) Claǁǁr m C¥lǁ¥reǁ; (3)

excellence. Topics discussed include a description of the examination, achievement of standards, results and examiners' comments, multiple-choice and numerical-response questions, students' achievement of the curriculum standards in the unit on trigonometry and polynomial/rational expressions, and written-response questions. (JRH)

ED 409 197 SE 060 398

International Rules for Precollege Science Research: Guidelines for Science Fairs. June 1995-May 1996.
PUB DATE- 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Research Projects; *Science Fairs; *Scientific Research; *Student Research

This document presents the international rules for precollege science research. Sections include: (1) Quick Rules Reference; (2) Highlights for 1995-96; (3) International Science and Engineering Fair (ISEF) Category Descriptions; (4) Display and Safety Regulations; (5) Eligibility; (6) Requirements; (7) Limitations; (8) Continuation of Projects; (9) Team Projects; (10) Who Is Involved in a Science Project ; (11) Human Subjects; (12) Nonhuman Vertebrate Animals; (13) Pathogenic Agents; (14) Controlled Substances; (15) Recombinant DNA; (16) Human and Animal Tissue; and (17) Forms. (JRH)

ED 409 198 SE 060 404

Yackel, Erna
Explanation as an Interactive Accomplishment: A Case Study of One Second-Grade Mathematics Classroom.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Mar 97
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Concept Formation; *Constructivism (Learning); *Discussion (Teaching Technique); Educational Strategies; Grade 2; *Inquiry; Learning Strategies; Mathematics Instruction; *Metacognition; Primary Education

The purpose of this paper is to investigate how explanation is interactively constituted in two mathematics instructional sequences during one year-long teaching experiment in a second grade classroom. The position taken is that classroom norms for what constitutes an acceptable explanation are a joint construction between teacher and students. Previous work shows that in inquiry-oriented mathematics classrooms, students shift from using social reasons to justify mathematical activity to giving explanations based on experientially-real mathematical objects. Explanation itself becomes an object of reflection during this process. The focus on explanation in this study is extended to include an analysis of the relationship between children's explanations and the classroom mathematical practices that emerge as the instructional sequences progress.

PUB DATE- 94
NOTE- 105p.
LANGUAGE- EnglΛ#h
EDRS PrΛce- MF01 Plʮ# P ##age. PC N # A aΛlable fr m EDRS.
PUB TYPE- GʮΛde#/Me#h d#/TechnΛqʮe# (F r Prac#Λ#Λ ner#) - Cla##r m U#e - TeachΛng GʮΛde# (F r Teacher) (052)
DESCRIPTORS- *CrΛ#Λcal ThΛnkΛng; De el pΛng Na#Λ n#; DΛ#ad an#aged En Λr nmen#; *Ec n mΛcallQ DΛ#ad an#aged; Edʮca#Λ nal Game#; F reΛgn C ʮn#rΛe#; Mar¤Λ#m; P lΛ#Λcal P er; *P er S#rʮc#ʮre; Pr blem S l Λng; *R le PlaQΛng; Sec ndarQ Edʮca#Λ n; *SΛmʮla#Λ n; *S cΛal Change; S cΛal C n#r l; S cΛal S#rʮc#ʮre; S cΛal S#ʮdΛe#; TeachΛng GʮΛde#

The f ʮr game# in thΛ# b kle# are de#Λgned t #Λmʮla#e crΛ#Λcal thΛnkΛng ab ʮ# the effec# f s#rʮc#ʮral and cʮl#ʮral i##ʮe# n s cΛe#Q and n the pr ce## f s cΛal change. The fΛr## and rΛgΛnal game, "The Gr #h Game," gΛ e# par#ΛcΛpan## a hand#- n e¤perΛence Λ#h the ba#Λc the re#Λcal c n##rʮc## f a Mar¤Λan crΛ#Λqʮe f the maΛn##ream tene## f ec n mΛc gr #h. De el ped f r c mmʮnΛ#Q rganΛΛer# and "de el pmen# rker#" fr m the UnΛ#ed S#a#e#, A#Λa, AfrΛca and La#Λn AmerΛca, the game help# plaQer# t under##and the impac# f ineqʮalΛ#Q n ec n mΛc pp r#ʮnΛ#Q and the "dependencQ" crΛ#Λqʮe# f the ec n mΛc# m ## s#ʮden## ha e learned. The remaΛnΛng three game# ere crea#ed t fΛ# #her aʮdΛence# and cʮl#ʮral c n#e¤## and addre## dΛfferen# dΛmen#Λ n# f p er and ineqʮalΛ#Q. The game# inclʮde: "The P er Game"; "The Cla## and Gender Game"; and "The Edʮca#Λ n and Gender Game." All f ʮr varΛa#Λ n# share the same g al f fferΛng par#ΛcΛpan## the pp r#ʮnΛ#Q t grapple Λ#h the impac# f hΛ## rΛcal ineqʮalΛ#Λe# in p er, re# ʮrce#, and #her valʮed s cΛal g d#. C mple#e in##rʮc#Λ n# f r plaQ are inclʮded in the b kle#. (EH)

ED 409 220 SO 026 713

Tr ##man, MΛndQ S.
Jʮ## Image#. Tele Λ#Λ n Ne # C erage f HΛgh-Pr fΛle CrΛmΛnal TrΛal#.
PUB DATE- 5 Aʮg 95
NOTE- 17p.
LANGUAGE- EnglΛ#h
EDRS PrΛce- MF01/PC01 Plʮ# P ##age.
PUB TYPE- GʮΛde#/Me#h d#/TechnΛqʮe# (F r Prac#Λ#Λ ner#) - N n-Cla##r m U#e (F r AdmΛnΛ##ra#Λ e and Sʮpp r# S#aff, and f r Teacher#, Paren##, ClergQ, e#c. in N n-Cla##r m sΛ#ʮa#Λ n#) (055),Rep r## - De#crΛp#Λ e (Pr gram/Pr jec# De#crΛp#Λ n#) (141)
DESCRIPTORS- CΛ#ΛΛen#hΛp Edʮca#Λ n; *C ʮr##; *CrΛmΛnal La ; Cʮl#ʮral Inflʮence#; Elemen#arQ Sec ndarQ Edʮca#Λ n; In##rʮc#Λ nal Ma#erΛal#; *Ma## MedΛa Effec##; Ma## MedΛa R le; Pr grammΛng (Br adca##); S cΛal A##Λ#ʮde#; *S cΛal C n#r l; S cΛal Inflʮence#; S cΛal S#ʮdΛe#; Tele Λ#Λ n CʮrrΛcʮlʮm; Tele Λ#Λ n Re#earch; *Tele Λ#Λ n VΛe Λng; VΛ lence

ThΛ# gʮΛde de#crΛbe# "Jʮ## Image#" a serΛe# f tele Λ#Λ n pr gram# and e¤hΛbΛ#Λ n# tha# ffer# a pʮblΛc f rʮm f r analQΛΛng tele Λ#Λ n'# inflʮen#Λal p r#raQal# f trΛal#, la Qer#, and the legal sQ##em. C n#endΛng tha# tele Λ#Λ n p r#raQal# f hΛgh-pr fΛle trΛal# ha# al#ered the pʮblΛc'# percep#Λ n f la and the r le f la Qer# in the legal pr ce##, the pr gram aΛm# t be##er under##and the in#erac#Λ n# f ma## c mmʮnΛca#Λ n, the legal pr fe##Λ n, and the pʮblΛc'# in l emen# in legal c nflΛc#. The pamphle# pr Λde# a brΛef hΛ## rQ f crΛmΛnal trΛal# n tele Λ#Λ n and de#crΛbe# se eral tele Λ#Λ n e¤cerp## tha# are c n#aΛned in the Mʮ#eʮm f Br adca## C mmʮnΛca#Λ n# c llec#Λ n. AddΛ#Λ nallQ, the pamphle# brΛeflQ de#crΛbe# the backgr ʮnd# and qʮalΛfΛca#Λ n# f the

Teaching Guides; World Affairs; *World History
IDENTIFIERS- *Mexico

This student's resource book contains sources that bring Mexico's evolving national identity into sharper focus for U.S. high school students through utilization of a Mexican perspective. Students see the world through Mexican eyes and contemplate current Mexican choices in the areas of economic development, political reform, and foreign relations. At the core of the unit are three distinct directions, or futures, for Mexico in the coming years. Each future is grounded in a clearly defined philosophy about Mexico's place in the world and offers broad guidelines on fundamental Mexican public policy issues. By exploring a spectrum of alternatives, students gain a deeper understanding of the values and assumptions competing for the allegiance of the Mexican people. The background reading prepares students to assess Mexico's policy choices. Part 1 introduces students to the conflict and drama of Mexican history through a historical survey extending from the pre-Columbian period to the financial crisis of 1982. Part 2 analyzes the ramifications of the economic reforms Mexico has undertaken since 1982. Part 3 explores the most pressing public policy challenges facing Mexico today. A student "Focusing Your Thoughts" section and nine suggested student readings also are included. The accompanying teacher's resource book contains a suggested five-day lesson plan, a day-by-day lesson plan, and student activities. The unit opens with an analysis of the recent controversy revolving around the revision of elementary school history textbooks in Mexico. The next lesson centers on Mexico's rich tradition of mural painting to introduce students to the concerns of individual Mexicans. The third and fourth days of the lesson plan involve students in a simulation in which they act as advocates for three Futures or take on the role of Mexican voters. On the fifth day, students apply their own policy recommendations for Mexico to pressing constitutional issues. An "Alternative Three-Day Lesson Plan" is also included. (CB)

ED 409 245 SO 027 406

Hakim, Joy
Reconstruction and Reform. A History of US. Book Seven.
PUB DATE- 94
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescent Literature; Elementary Education; *Primary Sources; *Reconstruction Era; *Social History; *Social Studies; *United States History

Recounting the history of the United States from the end of the Civil War to the social movements of the early 1900s, this book explores the rebuilding of the nation after the Civil War, the growth of urban areas with expanding immigrant populations, the call for women's rights, the organizing of the labor movement, and the spread of inventions such as the telegraph, telephone, and electric lights. Numerous primary documents, photographs, and illustrations highlight the story of this important era in U.S. history. (EH)

ED 409 246 SO 027 425

Hostrop, Richard W.

fΛr‼‼, c llab ra‼Λ n be‼ een teacher-edɄca‼ r‼ de el pΛng a pedag gQ f tele-‼eachΛng and, sec nd, c llab ra‼Λ n be‼ een unΛ er‼Λ‼Q teacher‼ and ‼‼Ʉden‼ teacher‼ dɄrΛng pre‼er Λce teachΛng e¤perΛence‼. Each in‼‼Λ‼Ʉ‼Λ n u‼ed a dΛfferen‼ the re‼Λcal m del t de el p refleo‼Λ Λ‼Q and dΛfferen‼ eleo‼r nΛc delΛ erQ m de‼ varQΛng fr m vΛde c nferencΛng t ne-‼ - ne e-maΛl. All tele-‼Ʉ‼ rΛng a‼ embedded in regɄlar teacher traΛnΛng. The DɄ‼ch e¤perΛence‼ indΛca‼ed tha‼ an e‼‼ablΛ‼hed rganΛΛa‼Λ n Λ‼h c mm n ‼‼andard‼ f r the e¤change f me‼‼age‼ i‼ a crΛ‼Λcal c ndΛ‼Λ n f r a ell-fɄnc‼Λ nΛng c mpɄ‼er c nference. The E¤e‼er e¤perΛence‼ f cɄ‼ed n analQ‼Λ‼ f teachΛng f the ‼Ʉbjec‼ ver‼Ʉ‼ analQ‼Λ‼ f perf rmance in the c mmɄnΛca‼Λ n‼ pr ce‼‼. The U‼rech‼ pr jec‼ f cɄ‼ed n refleo‼Λ n a‼ par‼ f a pr blem s l Λng pr ce‼‼ and the Barcel na pr jec‼ n the degree t hΛch teacher‼ crΛ‼ΛcallQ reflec‼ n valɄe‼ embedded in theΛr thΛnkΛng and prac‼Λce. Re‼Ʉl‼‼ f a ‼Ʉr eQ f telec mmɄnΛca‼Λ n‼ u‼e in EɄr pean teacher edɄca‼Λ n are al‼ rep r‼ed. (C n‼aΛn‼ 43 reference‼.) (JLS)

ED 409 267　　　　　SP 037 253

ArΛa , Tamar; ClΛnard, LΛnda McC rkel
D e‼ C achΛng S‼Ʉden‼ Teacher‼ Affec‼ the Pr fe‼‼Λ nal De el pmen‼ and TeachΛng f C pera‼Λng Teacher‼ A Cr ‼‼-CɄl‼Ʉral Per‼pec‼Λ e.
PUB DATE- 96
NOTE- 23p.; Paper pre‼en‼ed a‼ the In‼erna‼Λ nal C nference n Teacher EdɄca‼Λ n (2nd, Ne‼anQa, I‼rael, JɄne 30-JɄlQ 4, 1996).
LANGUAGE- EnglΛ‼h
EDRS PrΛce- MF01/PC01 PlɄ‼ P ‼‼age.
PUB TYPE- Rep r‼‼ - Re‼earch/TechnΛcal (143),Speeche‼, C nference Paper‼, "Paper‼ Pre‼en‼ed a‼..." (150),Te‼‼, QɄe‼‼Λ nnaΛre‼, E alɄa‼Λ n In‼‼rɄmen‼‼ (160)
DESCRIPTORS- Ac‼Λ n Re‼earch; C llege Sch l C pera‼Λ n; C mpara‼Λ e EdɄca‼Λ n; *C pera‼Λng Teacher‼; *Cr ‼‼ CɄl‼Ʉral S‼ɄdΛe‼; Elemen‼arQ Sec ndarQ EdɄca‼Λ n; FacɄl‼Q De el pmen‼; F reΛgn C Ʉn‼rΛe‼; HΛgher EdɄca‼Λ n; In‼er Λce Teacher EdɄca‼Λ n; Par‼ner‼hΛp‼ in EdɄca‼Λ n; Pre‼er Λce Teacher EdɄca‼Λ n; Pr fe‼‼Λ nal De el pmen‼ Sch l‼; Reflec‼Λ e TeachΛng; *S‼Ʉden‼ Teacher‼; Teacher A‼‼Λ‼Ʉde‼; Teacher S‼Ʉden‼ Rela‼Λ n‼hΛp; Teacher SɄper Λ‼Λ n
IDENTIFIERS- Be‼h Berl C llege (I‼rael); C achΛng f r Impr ed TeachΛng; UnΛ er‼Λ‼Q f CalΛf rnΛa Ir Λne

ThΛ‼ ‼‼ɄdQ e¤amΛned the percep‼Λ n‼ f c pera‼Λng teacher‼ h are c achΛng ‼‼Ʉden‼ teacher‼ Λ‼hΛn Pr fe‼‼Λ nal De el pmen‼ Sch l (PDS) m del‼ in t cɄl‼Ʉre‼. Par‼ f an ac‼Λ n re‼earch pr jec‼ c ndɄc‼ed bQ the UnΛ er‼Λ‼Q f CalΛf rnΛa-Ir Λne (UCI) and BeΛ‼ Berl C llege (I‼rael), the ‼‼ɄdQ e¤amΛned: (1) ha‼ c n‼rΛbɄ‼Λ n‼ the c pera‼Λng teacher pr Λde‼ t the pre‼er Λce teacher and receΛ e‼ fr m c llab ra‼Λng Λ‼h a pre‼er Λce teacher in traΛnΛng and (2) he‼her the c pera‼Λng teacher'‼ c achΛng r le effec‼‼ hΛ‼/her n teachΛng and pr fe‼‼Λ nal lΛfe. Da‼a in the UnΛ‼ed S‼a‼e‼ and I‼rael ere ga‼hered u‼Λng the same me‼h d l gQ. DΛal gɄe mee‼Λng‼ ere scrΛp‼ed and then c n‼en‼ analQΛed f r emergΛng pa‼‼ern‼ and ca‼eg rΛe‼. A qɄe‼‼Λ nnaΛre a‼ de el ped. The rΛgΛnal qɄe‼‼Λ nnaΛre a‼ c mple‼ed bQ 58 CalΛf rnΛa teacher‼ in 1993-94 and a sec nd ver‼Λ n a‼ c mple‼ed bQ 19 Afek (I‼rael) teacher‼ in 1994-95. The c pera‼Λng teacher‼ in b ‼h CalΛf rnΛa and I‼rael fel‼ theΛr c n‼rΛbɄ‼Λ n‼ t the ‼‼Ʉden‼ teacher‼ ere sΛgnΛfΛcan‼. I‼raelΛ teacher‼ empha‼ΛΛed seeΛng ‼‼Ʉden‼‼ a‼ indΛ ΛdɄal‼ fΛr‼‼ and in‼‼rɄo‼Λ nal technΛqɄe‼ sec nd. AmerΛcan teacher‼ empha‼ΛΛed cla‼‼r m managemen‼, then re ealed the imp r∷ance f race and gender a∷ predΛc∷ r∷ f schema de el pmen∷ f r par∷Λc¥lar sp r∷∷ and phQ∷Λcal ac∷Λ Λ∷Λe∷. F r e¤ample, AfrΛcan AmerΛcan∷' er helmΛng indΛca∷Λ n f ba∷ke∷ball a∷ the ac∷Λ Λ∷Q in hΛch theQ perceΛ ed the hΛghe∷∷ le el f c mpe∷ence s¥pp r∷ed the de el pmen∷ f self-∷chema∷a f r ba∷ke∷ball ba∷ed n race. F ∷ball and v lleQball sh ed verQ sΛmΛlar re∷¥l∷∷ bQ gender, Λ∷h male∷ indΛca∷Λng f ∷ball and female∷ rep r∷Λng v lleQball a∷ the ac∷Λ Λ∷Q in hΛch theQ fel∷ m ∷∷ c mpe∷en∷. O erall, the re∷¥l∷∷ f thΛ∷ s∷¥dQ reflec∷ the n ∷Λ n tha∷ schema de el pmen∷ f r par∷Λc¥lar sp r∷∷ and phQ∷Λcal ac∷Λ Λ∷Λe∷ d varQ sΛgnΛfΛcan∷lQ bQ race and gender. (C n∷aΛn∷ 20 reference∷.) (ND)

ED 409 286 SP 037 408

NaQl r, CharlΛe
De el pΛng Pr -Ac∷Λ e Re∷earch R le∷ f r Teacher UnΛ n∷.
PUB DATE- Mar 97
NOTE- 40p.; Paper pre∷en∷ed a∷ the Ann¥al Mee∷Λng f the AmerΛcan Ed¥ca∷Λ nal Re∷earch A∷∷ cΛa∷Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC02 Pl¥∷ P ∷∷age.
PUB TYPE- OpΛnΛ n∷/Per∷ nal VΛeñp Λn∷∷/P ∷Λ∷Λ n Paper∷/E∷∷aQ∷ (120),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- *Ac∷Λ n Re∷earch; *Ed¥ca∷Λ nal Change; Elec∷r nΛc MaΛl; *Elec∷r nΛc P¥blΛ∷hΛng; Elemen∷arQ Sec ndarQ Ed¥ca∷Λ n; F reΛgn C ¥n∷rΛe∷; *Inq¥ΛrQ; In∷erne∷; *Teacher A∷∷ cΛa∷Λ n∷; Teacher Re∷earcher∷; *UnΛ n∷; W rld WΛde Web
IDENTIFIERS- Na∷Λ nal Ed¥ca∷Λ n A∷∷ cΛa∷Λ n
LΛmΛ∷ed pr fe∷∷Λ nal f c¥∷ appear∷ t impaΛr teacher unΛ n∷' e∷∷ernal infl¥ence and in∷ernal c mm¥nΛca∷Λ n. Inq¥ΛrQ and re∷earch maQ be u∷ed a∷ a ∷ra∷egQ t impr e pr fe∷∷Λ nal f c¥∷ therebQ increa∷Λng teacher unΛ n∷' infl¥ence Λ∷hΛn the pr fe∷∷Λ n and helpΛng them effec∷Λ elQ addre∷∷ ∷r¥c∷¥ral change ∷∷¥e∷. BQ shΛf∷Λng t the inq¥ΛrQ m de, the unΛ n ¥ld a Λd makΛng immedΛa∷e re∷p n∷e∷, hΛch are nega∷Λ elQ p r∷raQed, and gaΛn m re credΛbΛlΛ∷Q. Mean∷ f s¥pp r∷Λng inq¥ΛrQ incl¥de u∷ΛlΛΛa∷Λ n f elec∷r nΛc maΛl and W rld WΛde Web sΛ∷e∷, traΛnΛng in peer c n∷¥l∷a∷Λ n and re∷earch, c llab ra∷Λ n Λ∷h e∷∷ernal rganΛΛa∷Λ n∷, and s¥pp r∷ f r indΛ Λd¥al re∷earch pr jec∷∷ and small ne∷ rk∷. Regardle∷∷ f f¥∷¥re p lΛcQ shΛf∷∷, a teacher unΛ n can par∷ΛcΛpa∷e in inq¥ΛrQ and re∷earch Λ∷h lΛmΛ∷ed re∷ ¥rce∷. F ¥r appendΛce∷ c n∷aΛn: ∷aff c mmΛ∷∷ee pr jec∷ rep r∷ e∷∷rac∷∷, page∷ fr m "Teacher Inq¥Λrer" dealΛng Λ∷h BrΛ∷Λ∷h C l¥mbΛa (Canada) teacher re∷earch n the In∷erne∷, the EnglΛ∷h-a∷-a-Sec nd Lang¥age h me page, and teacher re∷earch in a∷∷e∷∷men∷ pr jec∷ rep r∷ e∷∷rac∷∷. (LH)

ED 409 287 SP 037 409

Cen∷er∷ f r Pr fe∷∷Λ nal De el pmen∷ and Techn l gQ (CPDT) S∷a∷e-WΛde E al¥a∷Λ n S∷¥dQ. FΛnal S¥mmarQ Rep r∷.
SPONS. AGENCY- Te¤a∷ S∷a∷e B ard f r Ed¥ca∷ r Cer∷ΛfΛca∷Λ n, A¥∷∷Λn.
PUB DATE- Dec 96
NOTE- 57p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC03 Pl¥∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - E al¥a∷Λ e/Fea∷ΛbΛlΛ∷Q (142)
DESCRIPTORS- BegΛnnΛng Teacher∷; *Ed¥ca∷Λ nal Techn l gQ;

*Journal Writing; Preservice Teacher Education; *Student Attitudes; *Student Experience; *Student Journals; Teaching Methods
IDENTIFIERS- *Reflective Writing

The purpose of this research with teacher education students was to explore the value of writing reflective journals. Data came from interviews, surveys, and informal conversations with students in an educational psychology course. The students were first asked if writing the journals helped them to reflect on their established beliefs, then whether this assignment led to any changes in beliefs and/or improvements in their ability to understand the perspectives of others, especially with respect to cultural diversity, and finally if the journal experience encouraged them to be more receptive to new approaches. Other issues included whether students found the assignment to be enjoyable, and if it helped the students to function more effectively in the course. Analysis of the data revealed that students enjoyed writing the journals and believed overwhelmingly that writing the journals increased the overall value of the course. Almost all indicated they would consider assigning this type of journal to their future students. Students agreed that the journal writing definitely did assist them in reflecting on their previous experiences and that this made material more relevant to the classroom. Responses were mixed as to the value of the assignment in promoting openness to new ideas, and most students did not find this activity valuable in helping them consider issues from the perspectives of others. (Contains 19 references.) (ND)

ED 409 306 SP 037 436

Jo, Chul-An; Gr -Mainenia, Janice
Ideal Goals for Schools and Real Emphases: Perspectives of Undergraduates in Korea Compared to Those of Teacher Candidates in the United States.
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cultural Influences; Educational Attitudes; Elementary Secondary Education; Foreign Countries; Higher Education; *Preservice Teacher Education; *Student Attitudes; Student Characteristics; *Student Educational Objectives; *Theory Practice Relationship; Undergraduate Students
IDENTIFIERS- *Perceived Reality; Preservice Teachers; *South Korea; United States

This study examined the educational beliefs held by a group of 125 undergraduates in a Korean teacher training institution who were surveyed on the ideal purposes and 11 broad goals of schooling, their perceptions of the real purposes and specific goals of schooling in Korea, and their perceptions of various influences on their beliefs. Findings suggested that progressive and liberal beliefs are the dominant ideal among teacher candidates, but that conservative beliefs are perceived to be driving schools in Korea. The gap between the ideal and the real in Korean schools is greater as perceived by Korean students than the gap between the ideal and the real in American schools as perceived by teacher candidates in a previous California study. A gap was also found between the

ED 409 325 TM 026 562

Chang, Te-Sheng; Brookshire, William
The Error of Accuracy for Two Regression Techniques: Does Psychometric Parallelism Matter
PUB DATE- Mar 97
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Error of Measurement; *Least Squares Statistics; Predictor Variables; *Psychometrics; *Regression (Statistics); Sample Size
IDENTIFIERS- *Accuracy; *Weighting (Statistical)

The question of least-squares weights versus equal weights has been a subject of great interest to researchers for over 60 years. Several researchers have compared the efficiency of equal weights and that of least-squares weights under different conditions. Recently, S. V. Paunonen and R. C. Gardner stressed that the necessary and sufficient condition for equal-weights aggregation is that the predictors satisfy the requirements of psychometric parallelism. In this study, the effect of psychometric parallelism on the error of accuracy for equal weights and least-squares weights was investigated with the combination of different numbers of predictors, sample sizes, and intercorrelations. The findings indicate that equal weights always perform more precisely than least-squares weights as long as the following situations are satisfied: (1) the number of predictors is small; (2) the ratio of observations to predictor is small, less than or equal to 10; and (3) the magnitude of the mean intercorrelation is high, at least 0.6. Least-squares weights may perform more accurately than equal weights in the opposite situations of a large number of predictors, a high ratio of observations to predictor, and low intercorrelations. Nevertheless, the combination of a large number of predictors, large sample sizes, and a low mean of intercorrelation does not guarantee that least-squares weights are more accurate than equal weights. Equal weights are still more accurate than least-squares weights for the sample with a relatively high level of psychometric parallelism. (Contains 16 tables and 34 references.) (Author/SLD)

ED 409 326 TM 026 607

Skager, Rodney; Austin, Gregory
Effects of Active Parental Consent on Response Rates for a Statewide Secondary School Substance Use Survey and Relationships with School Level Measures of Student Ethnicity, Poverty and Educational Advancement.
PUB DATE- 27 Mar 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; *Attrition (Research Studies); Educational Attainment; Educational Policy; Educational Research; Low Income Groups; Poverty; *Research Problems; *Response Rates (Questionnaires); Sample Size; Secondary

variance. Critics of performance assessment should not worry that the use of professional judgment to score performance assessments will be a major source of measurement error. (Contains 3 tables and 25 references.) (SLD)

ED 409 343 TM 026 826

Renkl, Alexander
Learning by Explaining--Or Better by Listening
SPONS. AGENCY- Deutsche Forschungsgemeinschaft, Bonn - Bad Godesberg (West Germany).
PUB DATE- Mar 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Cooperative Learning; Foreign Countries; Higher Education; *Listening; Probability; *Student Motivation
IDENTIFIERS- Explanation Based Learning; *Explanations; Germany

The effectiveness of cooperative learning arrangements is often attributed to the fact that the learners are not only "passive" recipients but also "active" explainers. To test this assumption experimentally explaining and listening were compared with respect to motivation and learning results. Forty first-year college students, grouped in pairs, learned probability calculations from worked-out examples. After an individual phase of learning, each member of a dyad took the role of explainer or listener. The role of the listener was more favorable with respect to both motivation and learning results. A second experiment tested whether learning by explaining was a poor result in the first experiment because the conditions favored listening, and not because explaining was so ineffective. An additional group of 10 dyads (20 learners) learned in unstructured cooperation. Both listening and unstructured cooperation were preferable to explaining. Findings suggest that the positive effects of explaining are overestimated in present research on cooperative learning. Future studies should attempt to determine the precise conditions under which explaining in cooperative arrangements leads to favorable outcomes. (Contains 5 tables, 2 figures, and 15 references.) (SLD)

ED 409 344 TM 026 827

Dowson, Martin; McInerney, Dennis M.
Psychological Parameters of Students' Social and Academic Goals: A Qualitative Investigation.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cognitive Processes; *Educational Objectives; Elementary Secondary Education; Foreign Countries; *Goal Orientation; Interviews; Performance Factors; Qualitative Research; *Social Development; Urban Schools

P::Qch l gQ, N . 50.
PUB DATE- 97
NOTE- 189p.
LANGUAGE- Engl∧::h
EDRS Pr∧ce- MF01/PC08 Pl½:: P ::::age.
PUB TYPE- Rep r:::: - Re::earch/Techn∧cal (143),Te::::,
Q½e::::∧ nna∧re::, E al½a::∧ n In::::r½men:::: (160),Tran::la::∧ n:: (170)
DESCRIPTORS- *All∧ed Heal::h Occ½pa::∧ n:: Ed½ca::∧ n; C n::e:::: Effec::; F re∧gn C ½n::r∧e::; Heal::h Per:: nnel; H∧gher Ed½ca::∧ n; Ind∧ ∧d½al De el pmen::; *In::erac::∧ n Pr ce:::: AnalQ::∧::; In::erper:: nal Rela::∧ n::h∧p; In::er ∧eñ::; Percep::∧ n; *Phen men l gQ; *PhQ::∧cal TherapQ; Pr fe::::∧ nal Ed½ca::∧ n; P::Qch l g∧cal E al½a::∧ n; P::Qch l g∧cal Pa::::ern::; Q½al∧::a::∧ e Re::earch; S::a::∧::::∧cal AnalQ::∧::; *The rQ Prac::∧ce Rela::∧ n::h∧p
IDENTIFIERS- L∧nk p∧ng Un∧ er::∧::Q (S eden); Phen men graphQ; S eden

Th∧:: s::½dQ in e::::∧ga::ed he::her s::½den:::: f phQ::∧ ::herapQ e¤per∧enced the c ncep:::: "heal::h," "m emen::," "f½nc::∧ n," and "∧n::erac::∧ n" d∧fferen::lQ d½r∧ng f rmal ed½ca::∧ n and af::er s me pr fe::::∧ nal e¤per∧ence. Da::a ere ga::hered bQ in::er ∧e ∧ng t gr ½p:: f phQ::∧ ::herapQ s::½den:::: a:: L∧nk p∧ng Un∧ er::∧::Q (S eden) Fac½l::Q f Heal::h Sc∧ence::, ∧::h the f∧r:::: in::er ∧e :: c nd½c::ed bef re grad½a::∧ n and the sec nd af::er 18 m n::h:: f pr fe::::∧ nal e¤per∧ence. In::er ∧e :: ere analQ∧ed acc rd∧ng t a phen men graph∧c appr ach and u::∧ng the pr∧nc∧ple:: f c n::e::::½al analQ::∧::. The s::½dQ f ½nd tha:: h∧le there a:: s me var∧a::∧ n in s::½den::::' percep::∧ n:: f the c ncep:::: f heal::h, m emen::, and f½nc::∧ n, the m :::: c mm n per::pec::∧ e:: af::er c mple::∧ng f rmal ed½ca::∧ n ere h l∧::::∧c r m∧¤ed; th∧:: pa::::ern rema∧ned m :::: c mm n al:: af::er 18 m n::h:: f pr fe::::∧ nal rk. S::½den::::' percep::∧ n:: f the c ncep:: f in::erac::∧ n ere d∧ ∧ded in:: f ½r ca::eg r∧e:: f c mm½n∧ca::∧ e and pr blem-:: l ∧ng appr ache::: t in::egra::ed s::Qle::, m½::½al∧::Q and techn∧cal∧::m, h∧ch are re::pec::∧ elQ pa::∧en::-cen::ered and phQ::∧ ::herap∧::::-cen::ered; and t separa::ed s::Qle::, a½::h r∧::Q and j½::::ap ::∧::∧ n, h∧ch are re::pec::∧ elQ phQ::∧ ::herap∧::::-cen::ered and pa::∧en::-cen::ered. B ::h in::egra::ed and separa::ed per::pec::∧ e:: ere rep r::ed af::er c mple::∧ n f f rmal ed½ca::∧ n; af::er 18 m n::h:: f pr fe::::∧ nal prac::∧ce, h e er, the d m∧nan:: s::Qle became m½::½al∧::Q, the in::egra::ed pa::∧en::-cen::ered appr ach. The s::½den::-∧n::er ∧eñ g½∧de i:: appended. (C n::a∧n:: 150 reference::.) (CH)

ED 408 903 HE 030 222

Al::bach, Ph∧l∧p G., Ed.
The In::erna::∧ nal ∧cadem∧c Pr fe::::∧ n: P r::ra∧:::: f F ½r::een C ½n::r∧e::. Spec∧al Rep r::.
PUB DATE- 96
NOTE- 761p.
LANGUAGE- Engl∧::h
EDRS Pr∧ce- MF4 Pl½:: P ::::age. PC N :: A a∧lable fr m EDRS.
PUB TYPE- B k:: (010),Rep r:::: - Re::earch/Techn∧cal (143),Te::::,
Q½e::::∧ nna∧re::, E al½a::∧ n In::::r½men:::: (160)
DESCRIPTORS- C llege En ∧r nmen::; *C llege Fac½l::Q; C mpara::∧ e AnalQ::∧::; C mpara::∧ e Ed½ca::∧ n; C mpen::a::∧ n (Rem½nera::∧ n); Ed½ca::∧ nal Re:: ½rce::; Fac½l::Q C llege Rela::∧ n::h∧p; Fac½l::Q De el pmen::; Fac½l::Q Pr m ::∧ n; Fac½l::Q P½bl∧::h∧ng; Fac½l::Q W rkl ad; *F re∧gn C ½n::r∧e::; H∧gher Ed½ca::∧ n; In::erna::∧ nal Ed½ca::∧ n; Par::∧c∧pa::∧ e Dec∧::∧ n Mak∧ng; Q½e::::∧ nna∧re::; Teacher Adm∧n∧::::ra:: r Rela::∧ n::h∧p

Th∧:: analQ::∧:: f the academ∧c pr fe::::∧ n in 14 na::∧ n:: a:: ba::ed n re::p n::e:: rece∧ ed fr m an in::erna::∧ nal s½r eQ f nearlQ 20,000 c llege and un∧ er::∧::Q fac½l::Q member:: fr m A½::::ral∧a, "Pre∷en∷-DaQ C ncern∷ Ab Ꝟ∷ S∷Ꝟden∷ MΛ∷c ndꝞc∷ and CrΛme n CampꝞ∷"; (3) "DefΛnΛ∷Λ n∷ and PꝞrp ∷e∷ f S∷Ꝟden∷ DΛ∷cΛplΛne"; (4) "Wh MΛ∷beha e∷ and WhQ "; (5) "AcademΛc DΛ∷h ne∷∷Q"; (6) "C de∷ f C ndꝞc∷: Legal I∷∷Ꝟe∷ and EdꝞca∷Λ nal C n∷Λdera∷Λ n∷"; (7) "H ekema'∷ M del f S∷Ꝟden∷ DΛ∷cΛplΛne"; (8) "The OrganΛΛa∷Λ n and AdmΛnΛ∷∷ra∷Λ n f CampꝞ∷ DΛ∷cΛplΛnarQ/JꝞdΛcΛal SQ∷∷em∷"; (9) "KeQ Legal I∷∷Ꝟe∷ in S∷Ꝟden∷ DΛ∷cΛplΛne"; (10) "S∷Ꝟden∷ DΛ∷cΛplΛne and De el pmen∷ The rQ"; (11) "The SpecΛal I∷∷Ꝟe and Challenge f DΛ∷cΛplΛnarQ C Ꝟn∷elΛng"; and (12) "C nclꝞ∷Λ n∷ and Rec mmenda∷Λ n∷." T appendΛ¤e∷ inclꝞde a m del s∷Ꝟden∷ c de, and a m del s∷a∷emen∷ f e∷hΛcal prΛncΛple∷ and s∷andard∷ f c ndꝞc∷. (C n∷aΛn∷ 190 reference∷.) (CH)

ED 408 921 HE 030 266

Enr llmen∷ Pr jec∷Λ n∷, 1997-2006: MarQland PꝞblΛc C llege∷ and UnΛ er∷Λ∷Λe∷.
PUB DATE- MaQ 97
NOTE- 59p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC03 PlꝞ∷ P ∷∷age.
PUB TYPE- NꝞmerΛcal/QꝞan∷Λ∷a∷Λ e Da∷a (110)
DESCRIPTORS- *C mmꝞnΛ∷Q C llege∷; DeclΛnΛng Enr llmen∷; EdꝞca∷Λ nal Demand; Enr llmen∷; *Enr llmen∷ Pr jec∷Λ n∷; Enr llmen∷ Trend∷; FꝞll TΛme S∷Ꝟden∷∷; HΛgher EdꝞca∷Λ n; Par∷ TΛme S∷Ꝟden∷∷; *PꝞblΛc C llege∷; *S∷a∷e UnΛ er∷Λ∷Λe∷; S∷a∷Λ∷∷Λcal Da∷a; Table∷ (Da∷a); Trend AnalQ∷Λ∷; T Year C llege∷
IDENTIFIERS- *MarQland

The hΛghlΛgh∷∷ f thΛ∷ sꝞmmarQ f enr llmen∷ pr jec∷Λ n∷ f r MarQland pꝞblΛc c llege∷ and unΛ er∷Λ∷Λe∷ f r the Qear∷ 1997-2006 n ∷e tha∷: (1) t ∷al enr llmen∷ i∷ pr jec∷ed t increa∷e bQ 12 percen∷ bQ the Qear 2006, c n∷ΛderablQ bel earlΛer pr jec∷Λ n∷; (2) gr ∷h ra∷e∷ f fꝞll- and par∷-∷Λme s∷Ꝟden∷∷ Λll varQ c n∷ΛderablQ, Λ∷h fꝞll-∷Λme enr llmen∷∷ pr jec∷ed t rΛ∷e bQ 21 percen∷ and par∷-∷Λme enr llmen∷∷ e¤pec∷ed t rΛ∷e bQ nlQ 7 percen∷; (3) fꝞll-∷Λme gradꝞa∷e and pr fe∷∷Λ nal enr llmen∷∷ are e¤pec∷ed t increa∷e bQ 15 percen∷ bQ 2006; (4) enr llmen∷∷ a∷ c mmꝞnΛ∷Q c llege∷ are pr jec∷ed t gr bQ 11 percen∷; and (5) f the addΛ∷Λ nal s∷Ꝟden∷∷ n campꝞ∷ bQ 2006, 87 percen∷ Λll be undergradꝞa∷e∷ and 77 percen∷ Λll be fꝞll-tΛme undergradꝞa∷e∷. Da∷a table∷, bQ c llege and bQ Qear, pr Λde de∷aΛled pr jec∷Λ n∷ f r c mmꝞnΛ∷Q c llege∷ and f r pꝞblΛc f Ꝟr-Qear campꝞ∷e∷. An appendΛ¤ c er∷ me∷h d l gQ u∷ed f r the pr jec∷Λ n∷. (CH)

ED 408 922 HE 030 267

SꝞr eQ f C llege Plan∷ f MarQland HΛgh AbΛlΛ∷Q S∷Ꝟden∷∷.
PUB DATE- Apr 97
NOTE- 13p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 PlꝞ∷ P ∷∷age.
PUB TYPE- NꝞmerΛcal/QꝞan∷Λ∷a∷Λ e Da∷a (110),Te∷∷, QꝞe∷∷Λ nnaΛre∷, E alꝞa∷Λ n In∷∷rꝞmen∷∷ (160)
DESCRIPTORS- AcademΛc AbΛlΛ∷Q; *AcademΛcallQ GΛf∷ed; *C llege B Ꝟnd S∷Ꝟden∷∷; C llege Ch Λce; Da∷a AnalQ∷Λ∷; *FΛnancΛal AΛd ApplΛcan∷∷; HΛgh Sch l GradꝞa∷e∷; HΛgh Sch l SenΛ r∷; HΛgh Sch l∷; HΛgher EdꝞca∷Λ n; In S∷a∷e S∷Ꝟden∷∷; Maj r∷ (S∷Ꝟden∷∷); PaQΛng f r C llege; *PrΛ a∷e C llege∷; *PꝞblΛc C llege∷; *S∷Ꝟden∷ FΛnancΛal AΛd
IDENTIFIERS- *MarQland

ThΛ∷ rep r∷ n ∷e∷ re∷Ꝟl∷∷ f a sꝞr eQ f hΛgh-abΛlΛ∷Q s∷Ꝟden∷∷

infrastructure), guidelines for developing a distance learning consortium are presented in five phases: (1) starting a consortium; (2) setting up the distance learning system; (3) preparing for distance learning instruction; (4) operating and managing the distance learning system; and (5) moving toward institutionalization. Discussion includes how to: identify potential telecommunications partners; develop a planning task force; form a coalition of participating school district/higher education institutions; form a group of local district distance learning coordinators; secure technical telecommunication agents; complete technical preparations with telecommunication providers; bring member sites online; conduct first-year public relations; plan course offerings; identify and train teachers; involve the community; operate distance learning classrooms; manage the distance system, staff, and equipment; and move toward institutionalization. Fifteen appendices include various supporting documents. (AEF)

ED 408 940 IR 018 353

Griffin, Robert E., Ed.; And Others
VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996).
PUB DATE- Jan 97
NOTE- 433p.; For individual papers, see IR 018 354-412. For the 1995 proceedings, see ED 391 476.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advertising; Computer Graphics; Computer Simulation; Computer Software Development; *Computer Uses in Education; Concept Mapping; Educational Technology; Elementary Secondary Education; Higher Education; Hypermedia; *Information Technology; Instructional Design; *Instructional Innovation; Internet; Learning Activities; Mass Media; Racial Discrimination; Sex Fairness; Student Projects; Teacher Attitudes; Television Viewing; Use Studies; Virtual Reality; *Visual Learning; *Visual Literacy; Visual Stimuli; World Wide Web
IDENTIFIERS- Digital Technology; Media Literacy

This document contains 59 selected papers from the 1996 International Visual Literacy Association (IVLA) conference. Topics include: learning to think visually; information design via the Internet; a program for inner-city at-risk children; dubbing versus subtitling television programs; connecting advertisements and classroom reading through visual literacy; tools for humanizing visual symbols; a review of a video on advertising and obsession with thinness; hypermedia and the fundamentals of electronic literacy; elementary students' perceptions of visuals on the World Wide Web; stereotypes in film; teachers' perceptions of instructional design; visual learning activities; tri-coding of information; diversity in Cyborg images; concept mapping; the meaning of color in trademarks; visual literacy in elementary education; visual learning via computer-based simulations; adapting a paper-and-pencil test to the computer; representational strategies in a documentary about racial relations; studying scientific data through an aesthetic point of view; the role of the media in African American self-hatred; the need for visual literacy in higher education; imagery and synectics for modeling poetry writing; virtual courses; visual icons in myth; the development and demise of 8 millimeter film loops; women's history in visual and audio visual education; student-developed visual s‼¥dQ addre‼‼ed thΛ‼ pr blem bQ s¥gge‼‼Λng tha‼ the u‼e f a m del f cQan, magen‼a, and Qell prΛmarQ c l r‼-- hΛch i‼ c mm n in ind¥‼‼rQ b¥‼ i‼ generallQ neglec‼ed bQ sch lar‼ and fΛne ar‼Λ‼‼‼--c ¥ld grea‼lQ benefΛ‼ sch lar‼ h c nd¥c‼ c l r-rela‼ed re‼earch. In the s‼¥dQ, er 500 fΛc‼Λ‼Λ ¥‼ trademark‼ ere unΛq¥elQ c l red bQ u‼Λng thΛ‼ c mmercΛal m del. Q¥e‼‼Λ nnaΛre‼ s lΛcΛ‼Λng reac‼Λ n‼ t the‼e trademark‼ ere c mple‼ed bQ a t ‼al f 569 re‼p nden‼‼, Λ‼h 38 e en‼¥allQ beΛng dΛ‼carded beca¥‼e par‼ΛcΛpan‼‼ indΛca‼ed tha‼ theQ ere c l r blΛnd r slΛgh‼lQ c l r blΛnd. Re‼p nden‼‼ ere each rand mlQ a‼‼Λgned a ne-page q¥e‼‼Λ nnaΛre. On the t p rΛgh‼ f the q¥e‼‼Λ nnaΛre a‼ the rand mlQ c l red trademark; the par‼ΛcΛpan‼ a‼ a‼ked t e al¥a‼e the trademark in term‼ f 57 scale‼. The re‼¥l‼‼ re ealed fΛ e pred mΛnan‼ scale‼, r fac‼ r‼, hΛch acc ¥n‼ed f r 90% f the t ‼al varΛance e¤amΛned in thΛ‼ re‼earch: "ac‼Λ Λ‼Q," "¥p scale," "nΛce," " rn ¥‼," and "bra‼‼Q." F r e¤ample, re‼p nden‼‼ tended t see c mpanΛe‼ a‼ m re ac‼Λ e hen theΛr trademark‼ c n‼aΛned a s¥b‼‼an‼Λal am ¥n‼ f cQan hΛle lackΛng Qell . The grea‼er percen‼age f Qell u‼ed in a trademark, the m re i‼‼ c mpanQ a‼ perceΛ ed a‼ " rn ¥‼." ThΛ‼ s‼¥dQ call‼ f r the u‼e f the pr fe‼‼Λ nal c l r m del f cQan, magen‼a, and Qell t bec me the c n en‼Λ nal mea‼¥re in f¥‼¥re sch larlQ re‼earch f c l r. The q¥e‼‼Λ nnaΛre i‼ appended. (C n‼aΛn‼ 28 reference‼.) (AEF)

ED 408 957 IR 018 370

Se‼‼ n, C lleen M.; Belland, J hn C.
An Opp r‼¥nΛ‼Q f r VΛ‼¥al LΛ‼eracQ in the K-4 Cla‼‼r m‼ f OhΛ .
PUB DATE- Jan 97
NOTE- 7p.; In: VΛ‼Λ nQ¥e‼‼: J ¥rneQ‼ t ard VΛ‼¥al LΛ‼eracQ. Selec‼ed ReadΛng‼ fr m the Ann¥al C nference f the In‼erna‼Λ nal VΛ‼¥al LΛ‼eracQ A‼‼ cΛa‼Λ n (28‼h, CheQenne, WQ mΛng, Oc‼ ber, 1996); see IR 018 353.
LANGUAGE- EnglΛ‼h
EDRS PrΛce- MF01/PC01 Pl¥‼ P ‼‼age.
PUB TYPE- Rep r‼‼ - De‼crΛp‼Λ e (Pr gram/Pr jec‼ De‼crΛp‼Λ n‼) (141),Speeche‼, C nference Paper‼, "Paper‼ Pre‼en‼ed a‼..." (150)
DESCRIPTORS- C mp¥‼er S f‼ñare; *C mp¥‼er U‼e‼ in Ed¥ca‼Λ n; Ed¥ca‼Λ nal De el pmen‼; Ed¥ca‼Λ nal Eq¥Λpmen‼; Ed¥ca‼Λ nal FΛnance; Ed¥ca‼Λ nal Objec‼Λ e‼; *Ed¥ca‼Λ nal Techn l gQ; Elemen‼arQ Ed¥ca‼Λ n; Pr fe‼‼Λ nal De el pmen‼; Sch l DΛ‼‼rΛc‼‼; *S‼a‼e AΛd; VΛ‼¥al LearnΛng; *VΛ‼¥al LΛ‼eracQ
IDENTIFIERS- *OhΛ Sch lNe‼ Pl¥‼; Reflec‼Λ e Prac‼Λce; *R le f Techn l gQ

ThΛ‼ paper pr Λde‼ backgr ¥nd inf rma‼Λ n n the g al‼, applΛca‼Λ n pr ce‼‼, and f¥ndΛng f the OhΛ Sch lNe‼ Pl¥‼ inΛ‼Λa‼Λ e. Thr ¥gh Sch lNe‼ Pl¥‼, sch l dΛ‼‼rΛc‼‼ are all ca‼ed f¥nd‼ t pr Λde ne c mp¥‼er rk‼‼a‼Λ n f r e erQ fΛ e chΛldren in grade‼ K-4, a‼ ell a‼ f¥nd‼ f r s f‼ are and pr fe‼‼Λ nal de el pmen‼ f r teacher‼. SΛnce the eq¥Λpmen‼ ‼‼andard f r the machΛne‼ t be p¥rcha‼ed Λ‼h Sch lNe‼ Pl¥‼ f¥nd‼ m¥‼‼ be hΛgh-end ver‼Λ n‼ f eΛ‼her MacΛn‼ ‼h r WΛnd ‼ 95, the inΛ‼Λa‼Λ e aff rd‼ e¤cΛ‼Λng p ‼‼ΛbΛlΛ‼Λe‼ f r vΛ‼¥al e¤perΛmen‼a‼Λ n and vΛ‼¥alΛΛa‼Λ n e¤perΛence‼. F r s me teacher‼ and learner‼, the techn l gQ t l‼ Λll sΛmplQ enhance vΛ‼¥al pre‼en‼a‼Λ n r e¤pre‼‼Λ n ra‼her than e¤pl re vΛ‼¥alΛΛa‼Λ n r genera‼e e¤plΛcΛ‼ idea‼ ab ¥‼ e¤‼rac‼Λng meanΛng fr m dΛfferen‼ vΛ‼¥al f rm‼. Reflec‼Λ n n the crea‼Λ n f the‼e pre‼en‼a‼Λ n‼, h e er, maQ s‼Λll acc mplΛ‼h vΛ‼¥al lΛ‼eracQ bjec‼Λ e‼. I‼ Λll be in‼ere‼‼Λng t see if addΛng vΛ‼¥al lΛ‼eracQ e¤perΛence‼ t cla‼‼r m tΛme‼ hΛch u‼¥allQ empha‼ΛΛe tradΛ‼Λ nal lΛ‼eracΛe‼ Λll pr e u‼ef¥l in the

Pr fe::::Λ nalΛ::m

ThΛ:: s::¥dQ u::ed Br kfΛeld':: CrΛ::Λcal IncΛden:: Q¥e::::Λ nnaΛre (CIQ) t a::::e:::: the learnΛng en Λr nmen:: and s::¥den:: n¥r::e::' percep::Λ n:: f h ::pΛ::al s::aff m delΛng beha Λ r::. CIQ:: ere dΛ::::rΛb¥::ed t Λ:::: cΛa::e Degree female n¥r::Λng s::¥den:::: a:: UnΛ::ed MedΛcal Cen::er in CheQenne, WQ mΛng. A large maj rΛ::Q (80%) f the 117 re::p nden:::: iden::ΛfΛed hand::- n pa::Λen:: care a:: the m :::: engagΛng ac::Λ Λ::Q. On the ::her hand, 65% f re::p nden:::: fel:: m :::: dΛ::::anced hen n :: in l ed in hand::- n pa::Λen:: care. ManQ re::p nden:::: (85%) al:: iden::ΛfΛed perf rmΛng pr ced¥re:: Λ::h verbal in::::r¥c::Λ n/feedback a:: the m :::: helpf¥l r affΛrmΛng m delΛng f pr fe::::Λ nal n¥r::Λng beha Λ r. Nega::Λ e m delΛng beha Λ r:: bQ h ::pΛ::al s::aff ere lΛ::::ed bQ the re::p nden:::: a:: anQ c nf¥::Λng and s¥rprΛ::Λng ac::Λ n:: (r¥dene::::, inc mple::e paper rk, f rge::::Λng gl e::, e::c.). S::¥den:::: had a dΛffΛc¥l:: tΛme pr ce::::Λng the::e inc ngr¥en:: vΛ::¥al me::::age::. ImplΛca::Λ n:: fr m thΛ:: s::¥dQ re eal tha:: s::¥den:::: de::Λre an pp r::¥nΛ::Q t crea::e theΛr n vΛ::¥al me::::age:: thr ¥gh m delΛng pr fe::::Λ nal beha Λ r. In addΛ::Λ n, precep:: r:: ha e a grea:: infl¥ence n s::¥den:: learnΛng and the learnΛng en Λr nmen:: thr ¥gh theΛr m delΛng beha Λ r:: and vΛ::¥al me::::age::. I:: i:: rec mmended tha:: precep:: r:: be caref¥llQ ch ::en, rΛen::ed, pr Λded Λ::h ng Λng s¥pp r::, and c n::Λn¥allQ a::::e::::ed. (AEF)

ED 408 975 IR 018 388

SemalΛ, LadΛ::la¥::

Q¥e:::: f VΛ::¥al LΛ::eracQ: Dec n::::r¥c::Λng VΛ::¥al Image:: f IndΛgen ¥:: Pe ple.

PUB DATE- Jan 97

NOTE- 10p.; In: VΛ::Λ nQ¥e::::: J ¥rneQ:: t ard VΛ::¥al LΛ::eracQ. Selec::ed ReadΛng:: fr m the Ann¥al C nference f the In::erna::Λ nal VΛ::¥al LΛ::eracQ A:::: cΛa::Λ n (28::h, CheQenne, WQ mΛng, Oc:: ber, 1996); see IR 018 353.

LANGUAGE- EnglΛ::h

EDRS PrΛce- MF01/PC01 Pl¥:: P ::::age.

PUB TYPE- Rep r:::: - E al¥a::Λ e/Fea::ΛbΛlΛ::Q (142), Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)

DESCRIPTORS- CrΛ::Λcal ThΛnkΛng; *CrΛ::Λcal VΛeñΛng; *C¥l::¥ral Image::; E::hnΛc Gr ¥p::; FΛlm CrΛ::ΛcΛ::m; *FΛlm::; F reΛgn C ¥n::rΛe::; HΛgher Ed¥ca::Λ n; *IndΛgen ¥:: P p¥la::Λ n::; Inq¥ΛrQ; MΛ::c ncep::Λ n::; *VΛ::¥al LΛ::eracQ; VΛ::¥al S::Λm¥lΛ

IDENTIFIERS- *AfrΛca (S¥b Sahara); *G d:: M¥:::: Be CraΛQ (The); VΛ::¥al Repre::en::a::Λ n

ThΛ:: paper in::r d¥ce:: fΛ e c ncep:::: tha:: g¥Λde teacher::' and s::¥den::::' crΛ::Λcal inq¥ΛrQ in the under::::andΛng f medΛa and vΛ::¥al repre::en::a::Λ n. In a s::ep-bQ-::::ep pr ce::::, the paper ill¥::::ra::e:: h the::e fΛ e c ncep:::: can bec me a t l Λ::h hΛch t crΛ::Λq¥e and e::amΛne fΛlm image:: f indΛgen ¥:: pe ple. The SanΛ are indΛgen ¥:: pe ple f the KalaharΛ De::er:: in S ¥::hern AfrΛca. The c¥l::¥re, lang¥age and s cΛal lΛfe f the SanΛ ha:: been repre::en::ed in the fΛlm, "The G d:: M¥:::: Be CraΛQ" (1984). Thr ¥gh the h¥m r ¥:: image:: in the fΛlm, the rΛ::er-dΛrec:: r make:: j ke:: ab ¥:: the ab::¥rdΛ::Λe:: and dΛ::c n::Λn¥Λ::Λe:: f AfrΛcan lΛfe. In fΛlm::, thr ¥gh the manΛp¥la::Λ n f camera angle:: and ::her technΛq¥e::, the vΛe er i:: gΛ en a sen::e f realΛ::m. S¥ch pl Q:: f vΛ::¥al repre::en::a::Λ n:: f pe ple demand a caref¥l analQ::Λ:: t dΛ::c er: (1) ha:: i:: a:: i::::¥e; (2) h the i::::¥e/e en:: i:: defΛned; (3) h i:: in l ed; (4) ha:: the arg¥men:::: are; and (5) ha:: i:: taken f r gran::ed, incl¥dΛng c¥l::¥ral a::::¥mp::Λ n::. Each f the::e q¥e::::Λ n:: i:: e::pl red in rela::Λ n t "The G d:: M¥:::: Be CraΛQ." In crΛ::Λcal vΛeñΛng in general, a sQ::::ema::Λc m de f inq¥ΛrQ sh ¥ld be applΛed hΛch constituencies in the fact finding and decision making process. (Contains 48 references.) (AEF)

ED 408 994 IR 018 407

Knupfer, Nancy Nelson; And Others
Gender Equity On-Line: Messages Portrayed with and about the New Technologies.
PUB DATE- Jan 97
NOTE- 10p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Females; Information Technology; Marketing; Multimedia Materials; Nonprint Media; Printed Materials; *Sex Bias; *Sex Role; Television; World Wide Web
IDENTIFIERS- *Visual Communication

This paper examines gender messages within advertisements and informational, technology-focused materials that are targeted toward a general population of consumers. The pattern of gender bias in visual messages and stereotyping which prevails in advertising appears to be carrying the same messages from print to television and into the newest format for advertising, the World Wide Web. An examination was conducted of a representative sample of popular magazines and promotional material about multimedia technology that were available to the general public and teachers, from direct mailings to schools, and areas of public transport. In addition, television and Internet advertisements were examined over the course of the next several months. The prevalent portrayal of gender roles in advertising says much about the society it represents. Research indicates that in both the print and video advertising marketplace, consumers see at least three times as many male as female characters associated with the products being sold. This is especially true of advertising aimed at children and teenagers. Findings indicated that in the print, televised, and Internet advertisements, women were consistently portrayed as subservient, in the background, or not using the technology in a productive way. The responsibility to change the public image and attitudes about females and technology cannot rest solely with the advertisers, but they can do a lot to help change the public image. (Contains 25 references.) (AEF)

ED 408 995 IR 018 408

Hlynka, Anthony; Knupfer, Nancy Nelson
A Thinking Person's Comedy: A Study of Intertextuality in "Cheers."
PUB DATE- Jan 97
NOTE- 11p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comedy; Literacy; Popular Culture; Programming (Broadcast); Social Influences; Television Research; Television Viewing; Visual Literacy

tip sheet is included. (SWC)

ED 409 012 IR 056 403

Wynar, Bohdan S., Ed.
Recommended Reference Books for Small and Medium-sized Libraries and Media Centers, 1997.
PUB DATE- 97
NOTE- 321p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Book Reviews; Budgets; Comparative Analysis; Cost Effectiveness; Information Sources; Libraries; Library Collection Development; *Library Material Selection; Publications; *Reference Materials; Reference Services; *Selection Tools
IDENTIFIERS- Subject Specialists

This annual review source is a guide for libraries with limited budgets in finding the reference sources that best fit their needs and is also a source for helping reference librarians advise patrons on information sources. More than 500 reviews, written by over 250 practicing librarians and subject specialists, identify and describe the most useful and affordable reference sources available for small and medium-sized school, public, academic, and special libraries. As with previous volumes in this series, items have been selected from the 1997 edition of "American Reference Books Annual." The nature, scope, and usability of each work is covered by annotations. In many cases, the work is compared to similar titles, and published reviews from professional journals are frequently cited as well. In addition, all entries are coded to indicate whether the book is recommended for purchase by school media centers, public libraries, or smaller public libraries. Complete bibliographic and ordering information is also furnished. Four main sections--"General Reference Works," "Humanities," "Social Sciences," and "Science and Technology"--are divided into 37 topical subdivisions. A subject index and an author/title index are included. (AEF)

ED 409 013 IR 056 404

Chute, Adrienne; And Others
Public Libraries in the United States: FY1994. E.D. Tabs.
PUB DATE- May 97
NOTE- 163p.; For the 1993 report, see ED 387 148. Prepared for NCES by the Bureau of the Census.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Branch Libraries; Interlibrary Loans; *Library Circulation; *Library Collections; Library Expenditures; Library Funding; *Library Services; *Library Statistics; Library Surveys; National Surveys; *Public Libraries; Reference Services; State Libraries; Tables (Data)
IDENTIFIERS- United States

The tables in this report summarize information about public libraries in the United States for the fiscal year 1994. These data were collected through the seventh Public Libraries Survey (PLS). Respondents for this census were 8,727 of the 8,921 public libraries identified in the 50 states and District of Columbia, by state library agencies. About 11% of the public libraries serve 70% of the population of legally served areas the correct placement of 90% of first-time-in-college students, implementing computerized placement tests, and maintaining course syllabi on file. As a result of the process, it was recommended that the assessment be continued in 1994-95 and simplified to reduce the number of indicators; that the total number of indicator reports generated be increased; and that more product-oriented, as opposed to process-oriented, indicators be developed. Data tables are appended. (HAA)

ED 409 030 JC 970 304

PJC Alumni Follow Up Survey. General Data Presentation, ACT Student Opinion Survey (2-Year College Form), Fall 1993 and Spring 1994 AA, AS and Certificate Graduates.
PUB DATE- 13 Jun 95
NOTE- 29p.; Report is printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Description) (141)
DESCRIPTORS- *College Graduates; Community Colleges; *Educational Quality; Graduate Surveys; *Participant Satisfaction; Program Effectiveness; School Effectiveness; *Student Characteristics; Student Personnel Services; Tables (Data); Two Year Colleges
IDENTIFIERS- American College Testing Student Opinion Survey; *Graduate Attitudes; Pensacola Junior College FL

In fall 1993 and in spring 1994, Florida's Pensacola Junior College (PJC) surveyed all Associate in Arts, Associate in Science, and certificate graduates, using the Two-Year College Form of the American College Testing (ACT) Student Opinion Survey. Information was sought regarding graduates' reasons for selecting PJC; ratings of PJC at the time of application for admission; opinions regarding whether they would choose PJC again if starting college over; ratings of the overall "impressiveness of quality" at PJC; use of student services; satisfaction with student services and other aspects of the college; and college experience, including credits taken, employment while attending, decisions regarding their major, student-faculty communication, and the helpfulness of college services. Usable responses were received from 167 of the 439 fall 1993 graduates and 215 of the 560 spring 1994 graduates. Study findings included the following: (1) the three most commonly cited major reasons for selecting PJC were convenient location, the availability of desired courses, and low cost; (2) 80.9% of the respondents rated PJC's educational quality as excellent or good; (3) only 74.6% of the respondents indicated that they had used academic advising services; and (4) in general, respondents were satisfied with PJC services and programs. Data on respondents' demographic characteristics are appended. (HAA)

ED 409 031 JC 970 305

Institutional Accountability Plan and Progress Report. 1995 Update, Year 2, 1994-1995.
PUB DATE- 1 Dec 95
NOTE- 26p.; Some tables contain small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Description) (141)
DESCRIPTORS- *Associate Degrees; *College Graduates; *College Outcomes Assessment; College Planning; *College Transfer Students; Community Colleges; Educational Certificates;

The∷e pr gram∷ all   ad anced hΛgh sch l s∷¥den∷∷ t decrea∷e
the am ¥n∷ f tΛme spen∷ earnΛng degree∷ and incl¥de the
f ll Λng eff r∷∷: Ad anced Placemen∷ (AP) c ¥r∷e∷; the
In∷erna∷Λ nal Baccala¥rea∷e DΛpl ma (IBD), a pre-c llege c ¥r∷e
 f s∷¥dQ tha∷ mee∷∷ degree req¥Λremen∷∷ in varΛ ¥∷ na∷Λ nal
sQ∷∷em∷; the C llege in HΛgh Sch l (CHS) pr gram, pr ΛdΛng
c llege-le el c ¥r∷e∷ in hΛgh sch l l ca∷Λ n∷; tech prep
eff r∷∷; and the R¥nnΛng S∷ar∷ (RS) pr gram, all Λng d¥al
enr llmen∷ in hΛgh sch l and c llege c ¥r∷e∷. T de∷ermΛne the
c¥rren∷ s∷a∷¥∷ f c pera∷Λ e pr gram∷ in the s∷a∷e, s¥r eQ∷
 ere sen∷ t all 32 c mm¥nΛ∷Q and technΛcal c llege∷ in fall
1996. Re∷¥l∷∷ indΛca∷ed tha∷: (1) all 32 in∷∷Λ∷¥∷Λ n∷ a arded
credΛ∷ t AP s∷¥den∷∷; (2) 12 c llege∷ ffered c llege-le el
c ¥r∷e∷ a∷ hΛgh sch l l ca∷Λ n∷ thr ¥gh the CHS pr gram; (3) 5
c llege∷ accep∷ed par∷ΛcΛpan∷∷ in the IBD pr gram f r ad anced
placemen∷ in c llege-le el pr gram∷; (4) all 32 c llege∷
rep r∷ed in l emen∷ Λ∷h the tech prep eff r∷∷; and (5) all 32
c llege∷ enr lled s∷¥den∷∷ in the RS pr gram, hΛch i∷ req¥Λred
bQ s∷a∷e la . O∷her c pera∷Λ e pr gram∷ and ser Λce∷ cΛ∷ed bQ
re∷p nden∷∷ incl¥ded dr p- ¥∷ rec erQ pr gram∷, b¥∷Λne∷∷
ed¥ca∷Λ n ar∷Λc¥la∷Λ n, in-∷er Λce traΛnΛng c ¥r∷e∷ f r K-12
s∷aff, and j Λn∷ plannΛng pr ce∷∷e∷. The s¥r eQ q¥e∷∷Λ n∷ Λ∷h
re∷¥l∷∷ are appended. (TGI)

ED 409 049   JC 970 364

Na¥mer, Jan, Ed.
In∷erc m: Ne ∷le∷∷er f the LearnΛng Re∷ ¥rce∷ A∷∷ cΛa∷Λ n f the
  CalΛf rnΛa C mm¥nΛ∷Q C llege∷, 1996-1997.
PUB DATE- 97
NOTE- 29p.; P¥blΛ∷hed three tΛme∷ a Qear (Oc∷ ber, Febr¥arQ, MaQ).
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC02 Pl¥∷ P ∷∷age.
PUB TYPE- C llec∷ed W rk∷ - SerΛal∷ (022),OpΛnΛ n∷/Per∷ nal
  VΛe p Λn∷∷/P ∷Λ∷Λ n Paper∷/E∷∷aQ∷ (120),Rep r∷∷ - De∷crΛp∷Λ e
  (Pr gram/Pr jec∷ De∷crΛp∷Λ n∷) (141)
DESCRIPTORS- *C llege LΛbrarΛe∷; *C mm¥nΛ∷Q C llege∷; Ed¥ca∷Λ nal
  Techn l gQ; *In∷erne∷; *LearnΛng Re∷ ¥rce∷ Cen∷er∷;
  Ne ∷le∷∷er∷; Search S∷ra∷egΛe∷; S∷a∷e AΛd; T   Year C llege∷
IDENTIFIERS- *LearnΛng Re∷ ¥rce∷ A∷∷n f the CalΛf rnΛa C m C l∷

ThΛ∷ ne ∷le∷∷er pr Λde∷ c¥rren∷ inf rma∷Λ n n the s∷a∷e f
learnΛng re∷ ¥rce∷ cen∷er∷ and lΛbrarΛe∷ in CalΛf rnΛa
c mm¥nΛ∷Q c llege∷. The Oc∷ ber 1996 i∷∷¥e pr Λde∷ the
LRACCC'∷ ann¥al rep r∷ f r 1995-96, de∷crΛbΛng the
A∷∷ cΛa∷Λ n'∷ member∷hΛp, p¥blΛca∷Λ n∷, b¥dge∷, and ac∷Λ Λ∷Λe∷
f r the Qear. ThΛ∷ i∷∷¥e al∷ incl¥de∷ ne ∷brΛef∷ fr m 12
c mm¥nΛ∷Q c llege∷ de∷crΛbΛng e en∷∷ and change∷ a∷ the
c llege∷' lΛbrarΛe∷ and learnΛng re∷ ¥rce∷ cen∷er∷. The
Febr¥arQ 1997 i∷∷¥e pre∷en∷∷ "A Sh r∷ and Ea∷Q In∷r t the
In∷erne∷," bQ R¥∷∷ell FΛ∷cher, pr ΛdΛng ba∷Λc inf rma∷Λ n n
the In∷erne∷ rela∷ed t ge∷∷Λng c nnec∷ed, a aΛlable ser Λce∷,
u∷ef¥l t l∷, and p ∷en∷Λal u∷e∷. The MaQ 1997 i∷∷¥e pre∷en∷∷
"M Λng fr m S¥rfΛng t SearchΛng: TΛme-Sa Λng T l∷ and
S∷ra∷egΛe∷," bQ Brenda J ne∷, Jan Na¥mer, and LΛnda WΛn∷er∷,
de∷crΛbΛng technΛcal tΛp∷, search s∷ra∷egΛe∷, and tΛme-∷a Λng
s f∷ are f r na Λga∷Λng the In∷erne∷. ThΛ∷ i∷∷¥e al∷ pre∷en∷∷
a map f the m¥l∷Λ-agencQ lΛbrarQ managed bQ the C llege f the
De∷er∷ and Palm De∷er∷ P¥blΛc LΛbrarQ and ne ∷brΛef∷ fr m eΛgh∷
c llege∷. Each i∷∷¥e al∷ incl¥de∷ lΛ∷∷∷ f member∷ and
c rp ra∷e par∷ner∷, a calendar f e en∷∷, and ann ¥ncemen∷∷ f
LRACCC p¥blΛca∷Λ n∷. (BCY)

ED 409 050   JC 970 366

DESCRIPTORS- *A::::A::¥de Change; C mm¥nA::Q C llege::; C mm¥nA::Q Re:: ¥rce::; *C n::cA ¥::ne:::: RaA::Ang; *CrAme Pre en::A n; Par::AcApan:: Sa::A::fac::A n; *Rape; *S::¥den:: Emp ermen::; *T Year C llege S::¥den::::; T Year C llege::; V l¥n::eer::; W rk::h p::
IDENTIFIERS- *Da::e Rape

In 1990, Ge rgAa':: DeKalb C llege inA::Aa::ed a pr gram f da::e rape pre en::A n (DRP) rk::h p:: in re::p n::e t ::a::A::::Ac:: tha:: sh : (1) er 50% f all en::erAng fre::hmen and 55% f all men are enr lled in c mm¥nA::Q, technAcal, and j¥nA r c llege::; and (2) 50% f rape vAc::Am:: All kn the perpe::ra:: r. The rk::h p inA::Aa::A e s ¥gh:: t raA::e c n::cA ¥::ne::::, pr Ade rape pre en::A n inf rma::A n, and f ::::er the u::e f c mm¥nA::Q and camp¥:: re:: ¥rce::. SpecAfAcallQ, the rk::h p:: ere de::Agned t pr Ade ::::¥den:::: A::h pp r::¥nA::Ae:: t engage in r le plaQ:: and dA::c¥::::A n:: regardAng se¤¥al a::::a¥l:: scenarA ::, inc rp ra::Ang panel:: f keQ pre::en::er::, ::aff and ::¥den:: v l¥n::eer::, and camp¥:: pr ::ec::A e ser Ace:: ffAcer::. O::her ::andard fea::¥re:: f the rk::h p:: incl¥ded p¥blAcA::Q packe::::, prAn::ed ma::erAal:: fr m pre::en::er::, bAblA graphAe:: f A::em:: n da::e rape in the c llege lAbrarQ, and a pr gram e al¥a::A n. The maj rA::Q f re::p nden:::: t the e al¥a::A n:: indAca::ed tha:: the pr gram a:: eA::her verQ helpf¥l r helpf¥l, hAle s¥gge::::A n:: f r f¥::¥re rk::h p t pAc:: incl¥ded m re da::e rape, chAld ab¥::e, ince::::, male rape, in::erracAal da::Ang, Acq¥Ared Imm¥ne DefAcAencQ SQndr me, and ea::Ang dA:: rder::. B ::h male and female ::::¥den:::: indAca::ed tha:: theQ had n :: been pre A ¥::lQ a are f the fac:: tha:: s me da::Ang incAden:::: ere, in fac::, rape. SAnce 1992, da::e rape rk::h p:: ha e been incl¥ded perA dAcallQ in the c llege':: rAen::a::A n pr gram and rk::h p sched¥le (HAA)

ED 409 068 JC 970 385

A Re Aeñ f the Pr p ::ed Wa:::: n Alle Cen::er--An Ed¥ca::A nal Cen::er f the CabrAll C mm¥nA::Q C llege DA::::rAc::. C mmA::::A n Rep r:: 97-3.
PUB DATE- J¥n 97
NOTE- 45p.
LANGUAGE- EnglA::h
EDRS PrAce- MF01/PC02 Pl¥:: P ::::age.
PUB TYPE- Rep r:::: - E al¥a::A e/Fea::AbAlA::Q (142)
DESCRIPTORS- Acce:::: t Ed¥ca::A n; C mm¥nA::Q C llege::; *Ed¥ca::A n Ser Ace Cen::er::; *Ed¥ca::A nal FacAlA::Ae:: PlannAng; Ed¥ca::A nal Need::; *FacAlA::Q Req¥Aremen::::; G¥AdelAne::; HA::panAc AmerAcan::; Sch l E¤pan::A n; *SA::e AnalQ::A::; T Year C llege::
IDENTIFIERS- CabrAll C mm¥nA::Q C llege DA::::rAc:: CA

ThA:: three-par:: rep r:: pre::en:::: the rec mmenda::A n:: f the CalAf rnAa P ::::::ec ndarQ Ed¥ca::A n C mmA::::A n n a pr p ::al t gran:: ffAcAal ed¥ca::A nal cen::er ::a::¥:: t the Wa:::: n Alle Cen::er, an ed¥ca::A nal facAlA::Q pera::ed bQ CalAf rnAa':: CabrAll C mm¥nA::Q C llege DA::::rAc:: (CCCD) in the CA::Q f Wa:::: n Alle. Par:: 1 pr Ade:: the C mmA::::A n':: c ncl¥::A n:: and rec mmenda::A n::, indAca::Ang tha::, ba::ed n a need:: ::¥dQ f r cen::er c nd¥c::ed bQ the CCCD and C mmA::::A n g¥AdelAne::, the Cen::er sh ¥ld be gran::ed ffAcAal ::a::¥::. Par:: 2 ffer:: backgr ¥nd inf rma::A n n the pr p ::al, incl¥dAng dA::c¥::::A n:: f ::a::¥:: rQ req¥Aremen:::: f r ne ed¥ca::A nal camp¥::e::; general charac::erA::::Ac:: f the CCCD; the need f r the Cen::er, indAca::Ang tha:: the DA::::rAc::':: c llege in Ap:: :: d e:: n :: mee:: the need:: f the pred mAnan::lQ HA::panAc and agrAc¥l::¥ral-ba::ed p p¥la::A n f Wa:::: n Alle; and pr ced¥re:: f r re Ae Ang pr p ::al::. Par:: 3 pr Ade:: an analQ::A:: f the pr p ::al, incl¥dAng an er Ae f the c mmA::::A n':: fAndAng:: rela::ed t the f ll Ang crA::erAa: s¥ffAcAen:: enr llmen:: pr jec::A n::, a had not engaged in physical violence in the past year. During the family session, children and their parents were asked to play the game Elefun (Trademark), in which they caught cloth butterflies blown through the air by a plastic elephant. During the peer session, children played the tile-matching game Memory (Trademark). Parents also completed the Conflict Tactics Scale, Conners Rating Scales, Parenting Daily Hassles, and Parent Satisfaction Scale, while the children's teachers completed the Conners Rating Scales. Analysis found that parents in violent families were more negative in their communication and less satisfied as parents. When interacting with unfamiliar peers, children from violent families tended to engage in more negative behavior than did children from nonviolent families, and also tended to exhibit more behavior problems. (Contains 16 references.) (MDM)

ED 409 087 PS 025 441

Martin, Sarah E.; Clements, Mari L.
Marital Conflict and Child Outcomes: The Role of Children's Affect and Coping Processes.
PUB DATE- Apr 97
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Coping; *Emotional Adjustment; Fathers; Marital Instability; Mothers; *Parents; *Preschool Children; Preschool Education; Sex Differences; *Social Adjustment
IDENTIFIERS- *Marital Discord

This study examined young children's affective distress and behavioral responses to parental marital conflict. Forty-eight 4-year-olds and their parents participated in the study. Mothers and fathers independently completed measures of marital conflict, children's reactions to marital conflict, and child behavior problems, while the children completed pictorial measures of reactions to marital conflict and perceived competency. Analysis indicated that children who reported using more maladaptive behavioral responding also reported higher self-esteem. Children who had higher levels of father-reported affective distress also reported higher self-esteem. Children's behavioral responding to marital discord appears to moderate the relation between children's self-reported emotional reactivity to parental conflict and mother-reported child behavior problems. The findings suggest that children's subjective experience of marital conflict appears to play a role in their adjustment and development, beyond the effects of marital conflict alone. (Contains 15 references.) (MDM)

ED 409 088 PS 025 442

Gustentag, Cathy; Alex, Stefany
Affect Regulation in Families: A Link between Marital Conflict and Child Behavior.
PUB DATE- Apr 97
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

analQ::Λ:: i:: an e::hnΛc and p p¼la::Λ n de::crΛp::Λ n f the chΛldren Λ::hΛn the c ¼n::Q and the percen:: Λ::h lΛmΛ::ed EnglΛ::h skΛll::. The sec nd area f analQ::Λ:: i:: h ell chΛldren are ed¼ca::ed and rep r::: n the f ll Λng: f ¼r::h grade CalΛf rnΛa LearnΛng A:::e:::men:: SQ:::em (CLAS) readΛng sc re::, eΛgh::h grade CLAS rΛ::Λng sc re::, hΛgh sch l grad¼a::e:: prepared f r c llege, and hΛgh sch l dr p ¼:::. The thΛrd area f a:::e:::men:: i:: h safe chΛldren are and incl¼de:: chΛld ab¼::e rep r::: and j¼ enΛle fel nQ arre::::. The f ¼r::h area f c ncern i:: chΛld heal::h and incl¼de::: la::e r n prena::al care, l bΛr::h eΛgh::, infan:: m r::alΛ::Q, teen bΛr::h::, and imm¼nΛΛa::Λ n. The fΛnal area f a:::e:::men:: i:: ec n mΛc sec¼rΛ::Q and f c¼::e:: n: neñb rn:: h ::e paren::: cann :: aff rd heal::h care, chΛldren f unmarrΛed paren:::, and chΛld s¼pp r:: paQmen:::. The rep r:: end:: Λ::h technΛcal n ::e:: and da::a s ¼rce::. (SD)

ED 409 106 PS 025 566

CalΛf rnΛa C ¼n::Q Da::a B k 1995.
SPONS. AGENCY- AnnΛe E. Ca::eQ F ¼nda::Λ n, Bal::Λm re, MD.; AT&T F ¼nda::Λ n, Ne Y rk, NY.; WΛllΛam and Fl ra Heñle::: F ¼nda::Λ n, Pal Al:: , CalΛf.; KaΛ::er F ¼nda::Λ n, Oakland, CalΛf.; Jame:: G. Ir Λne F ¼nda::Λ n, San FrancΛ::c , CA.
PUB DATE- 95
NOTE- 157p.; F r the 1996 Da::a B k, see PS 025 565.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC07 Pl¼:: P :::age.
PUB TYPE- N¼merΛcal/Q¼an::Λ::a::Λ e Da::a (110),Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141)
DESCRIPTORS- AcademΛc AchΛe emen::; Ad le::cen:::; BΛr::h WeΛgh::; BΛr::h:: t SΛngle W men; ChΛld Ab¼::e; *ChΛld Heal::h; ChΛld S¼pp r::; ChΛld Welfare; *ChΛldren; C ¼n::Λe::; CrΛme; DelΛnq¼encQ; Dem graphQ; Dr p ¼:::; EarlQ Paren::h d; F :::er Care; Imm¼nΛΛa::Λ n Pr gram::; Infan:::; MΛn rΛ::Q Gr ¼p ChΛldren; M r::alΛ::Q Ra::e; P er::Q; *S cΛal IndΛca:: r::; S cΛ ec n mΛc S::a::¼::; *S::a::e S¼r eQ::; S::a::Λ:::Λcal S¼r eQ::; Table:: (Da::a); Trend AnalQ::Λ::; *Well BeΛng
IDENTIFIERS- *CalΛf rnΛa; FΛrearm::; O¼:: f H me Care
ThΛ:: da::a b k e¤amΛne:: s::a::eñΛde trend:: in the ell-beΛng f CalΛf rnΛa'::: chΛldren. The rep r:: begΛn:: Λ::h hΛghlΛgh::: f fΛndΛng:: and f c¼::e:: n teen:: in the area:: f teen bΛr::h:: and g¼n vΛ lence. The rep r:: then lΛ:::: s¼mmarQ table:: f r the s::a::e f r 17 indΛca:: r:: f chΛld ell beΛng in the area:: f: (1) famΛlQ ec n mΛc::; (2) ed¼ca::Λ n; (3) heal::h; and (4) safe::Q. The b¼lk f the rep r:: pr Λde:: c ¼n::Q-bQ-c ¼n::Q da::a. S me indΛca:: r:: pr Λde c mpara::Λ e da::a fr m pa::: Qear:: and e::hnΛc c mparΛ:: n::. The fΛr::: p Λn:: f analQ::Λ:: i:: an e::hnΛc and p p¼la::Λ n de::crΛp::Λ n f the chΛldren Λ::hΛn the c ¼n::Q. The sec nd area f a:::e:::men:: i:: famΛlQ ec n mΛc:: and f c¼::e:: n famΛlQ inc me and e¤pen::e:: and ec n mΛc realΛ::Λe::. The thΛrd area f analQ::Λ:: i:: h ell chΛldren are ed¼ca::ed and rep r::: n hΛgh sch l grad¼a::e:: prepared f r c llege and hΛgh sch l dr p ¼:: ra::e::. The f ¼r::h area f c ncern i:: chΛld heal::h and incl¼de::: la::e r n prena::al care, pre::erm bΛr::h::, teen bΛr::h::, imm¼nΛΛa::Λ n, and infan:: m r::alΛ::Q. The fΛf::h area f a:::e:::men:: i:: h safe chΛldren are and incl¼de::: chΛld ab¼::e rep r:::, g¼n dea::h::, g¼n inj¼rΛe:: and dea::h::, and f :::er care placemen::. The rep r:: end:: Λ::h technΛcal n ::e::, s ¼rce::, and an appendΛ¤ n acc ¼n::abΛlΛ::Q. (SD)

ED 409 107 PS 025 567

MaQer, KrQ::clΛe B.
The Effec::: f PhQ::Λcal Ab¼::e n Objec:: Rela::Λ n:: De el pmen::: A

Given the failure of previous research to find consistent effects of class size on students' achievement, this study examined whether teachers in British elementary schools changed their behavior in ways conducive to learning when they worked with classes significantly smaller than average. Seven pairs of elementary school teachers judged as experts by their headteachers participated in the study, one of each pair in a maintained sector school and one in a private sector school. Fourteen teaching sessions were observed in which teachers presented the same or similar lessons in both large (mean class size 28.8) and small (13.6) class settings. Findings indicated that individual attention was positively, though not significantly, related to class size. Sustained interactions, which allowed children time to think and offer extended and reasoned responses to questions, were more often used in smaller classes. Short, nonextended individual teacher-student interactions tended to increase with class size. There were significant positive correlations between class size and teachers' use of general monitoring and engagement in routine management interactions. Task-focused interactions were negatively but not significantly associated with class size. Challenging questions were used more often in smaller classes. Teachers in larger classes tended to use critical control statements more frequently than teachers in smaller classes. Results suggest that since expert teachers were likely to be proficient at adapting strategies to new situations, teachers may need training in strategies which can be applied with small classes. Schools might also consider creating small classes on a regular basis for some lessons. (Contains 16 references.) (Author/KDFB)

ED 409 124 PS 025 672

Brown, Lyn Mikel; Gilligan, Carol
Meeting at the Crossroads: Women's Psychology and Girls' Development.
PUB DATE- 92
NOTE- 258p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; Developmental Psychology; *Early Adolescents; Elementary Secondary Education; Emotional Adjustment; *Females; Individual Development; *Interpersonal Relationship; Preadolescents; Research Methodology; Single Sex Schools

A study explored girls' development and its implications for the psychology of women. From 1986-1990, nearly 100 girls between the ages of 7 and 18 at the Laurel School for Girls in Cleveland, Ohio, were interviewed. Most of the girls were from middle- or upper-middle-class families (80%), although some were scholarship students from working-class families (20%). About 14% of the girls were of color. In addition to traditional psychological research methods, a new method was implemented to help interpret the interviews. This book describes the study and discusses its implications in six chapters: (1) "A Journey of Discovery" provides an overview of the study and the discoveries that led to the development of a new research method; (2) "The Harmonics of Relationship" discusses the new method--a voice-sensitive method of working that allowed the researcher to follow girls' thoughts and feelings and to hear their struggle at adolescence; (3) "Whistle-Blowers in the Relational World: Three Guides through Childhood" presents a developmental narrative of 7- and 8-year-the gr ᵾp tha∷ receΛ ed the trea∷men∷ a∷ able t tran∷fer kn ledge t the le∷∷ sΛmΛlar scenarΛ . In addΛ∷Λ n, the trea∷men∷ gr ᵾp tran∷ferred declara∷Λ e kn ledge be∷∷er than s∷ᵾden∷∷ in the c n∷r l gr ᵾp n the m re sΛmΛlar pr blem bᵾ∷ n ∷ n the le∷∷ sΛmΛlar pr blem. The trea∷men∷ gr ᵾp appeared t tran∷fer pr cedᵾral kn ledge be∷∷er in b ∷h scenarΛ ∷. Tran∷fer f schema∷Λc kn ledge appeared t fa r the trea∷men∷ gr ᵾp, bᵾ∷ schema∷Λc kn ledge a∷ l   in b ∷h gr ᵾp∷. C n∷aΛn∷ 13 reference∷. (LP)

ED 409 140　　　RC 021 082

Weber, H llQ A., Ed.; And O∷her∷
WΛlderne∷∷ MedΛcΛne Ne ∷le∷∷er, 1996.
PUB DATE- 96
NOTE- 50p.; F r v lᵾme 6, see ED 398 001.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC02 Plᵾ∷ P ∷∷age.
PUB TYPE- C llec∷ed W rk∷ - SerΛal∷ (022)
DESCRIPTORS- *AccΛden∷ Pre en∷Λ n; AccΛden∷∷; *CampΛng; EmergencQ MedΛcal TechnΛcΛan∷; *FΛr∷∷ AΛd; InjᵾrΛe∷; MedΛcal Edᵾca∷Λ n; *MedΛcal Ser Λce∷; Oᵾ∷d r Ac∷Λ Λ∷Λe∷; Oᵾ∷d r Edᵾca∷Λ n; *Re∷cᵾe; *RΛ∷k Managemen∷; Safe∷Q; TraΛnΛng; WΛlderne∷∷
IDENTIFIERS- Cellᵾlar Teleph ne∷; *Oᵾ∷d r Leader∷hΛp

ThΛ∷ d cᵾmen∷ c n∷Λ∷∷∷ f the sΛ∷ i∷∷ᵾe∷ f the "WΛlderne∷∷ MedΛcΛne Ne∷le∷∷er" pᵾblΛ∷hed dᵾrΛng 1996. The ne ∷le∷∷er addre∷∷e∷ the trea∷men∷ and pre en∷Λ n f medΛcal emergencΛe∷ in the Λlderne∷∷ and traΛnΛng re∷ ᵾrce∷. I∷∷ᵾe∷ tQpΛcallQ inclᵾde fea∷ᵾre ar∷Λcle∷, in∷er Λe ∷ Λ∷h d c∷ r∷ in the Λlderne∷∷, c nference∷ and traΛnΛng c ᵾr∷e∷, addΛ∷Λ nal re∷ ᵾrce∷, and general inf rma∷Λ n rele an∷ t medΛcal ser Λce∷ and ᵾ∷d r ac∷Λ Λ∷Λe∷. Fea∷ᵾre ar∷Λcle∷ in thΛ∷ v lᵾme c er cellᵾlar ph ne u∷e bQ l ∷∷ r injᵾred par∷Λe∷; pr ∷ and c n∷ f therm me∷er u∷e in the Λld; c ld injᵾrΛe∷; s ck selec∷Λ n; ea∷Λng dΛ∷ rder∷ and re∷p n∷e∷ f the Λlderne∷∷ leader; carb hQdra∷e c n∷ᵾmp∷Λ n f r endᵾrance; sΛmΛlarΛ∷Λe∷ be∷ een Λlderne∷∷ medΛcΛne and the prac∷Λce f medΛcΛne in de el pΛng c ᵾn∷rΛe∷; "Λmmer∷Λ n f ∷"; tΛp∷ n applQΛng f r Λlderne∷∷ leader p ∷Λ∷Λ n∷; spraΛn∷ and s∷raΛn∷; backc ᵾn∷rQ a∷er dΛ∷Λnfec∷Λ n; ch ∷Λng   er-∷he-c ᵾn∷er paΛn medΛca∷Λ n; an upda∷e n Λlderne∷∷ medΛcΛne traΛnΛng and cer∷ΛfΛca∷Λ n; lΛgh∷nΛng injᵾrΛe∷; the 1996 M ᵾn∷ E ere∷∷ tragedQ; m ∷Λ n sΛckne∷∷; pre en∷Λng fr ∷∷bΛ∷e; and a alanche arnΛng sQ∷∷em∷. (TD)

ED 409 141　　　RC 021 084

S∷ack, Car l
Call t H me: AfrΛcan AmerΛcan∷ ReclaΛm the Rᵾral S ᵾ∷h.
PUB DATE- 96
NOTE- 245p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- D cᵾmen∷ N ∷ A aΛlable fr m EDRS.
PUB TYPE- B k∷ (010)
DESCRIPTORS- *Black FamΛlQ; *Black∷; ChΛldren; C mmᵾnΛ∷Q Ac∷Λ n; Elemen∷arQ Sec ndarQ Edᵾca∷Λ n; *FamΛlQ LΛfe; *KΛn∷hΛp; LΛfe S∷Qle; P er∷Q; RacΛal Rela∷Λ n∷; Rel ca∷Λ n; *Rᵾral Area∷; Rᵾral Edᵾca∷Λ n; Rᵾral S cΛ l gQ; Rᵾral Y ᵾ∷h; *Urban t Rᵾral MΛgra∷Λ n
IDENTIFIERS- AfrΛcan AmerΛcan∷; *UnΛ∷ed S∷a∷e∷ (S ᵾ∷h)

ThΛ∷ b k rela∷e∷ the s∷ rQ f urban Black AmerΛcan∷ ch ∷Λng t re∷ᵾrn "h me" t the rᵾral S ᵾ∷h. The b k i∷ ba∷ed n re∷earch in rᵾral area∷ in N r∷h and S ᵾ∷h Car lΛna, c n∷Λdered the t p n nme∷r p lΛ∷an area∷ f r Black AmerΛcan∷ m Λng s ᵾ∷h. BQ dΛ::abΛlΛ::Λe:: c n::¥mer rganΛΛa::Λ n and an ad Λ:: rQ c mmΛ::::ee f g ernmen:: ffΛcΛal::, heal::h care ed¥ca:: r::, c mm¥nΛ::Q ser Λce pr Λder::, and indΛgen ¥:: pe ple Λ::h dΛ::abΛlΛ::Λe::, U.S. re::earcher:: c nd¥c::ed the pr jec:: t de::ermΛne the fea::ΛbΛlΛ::Q f re::earch and traΛnΛng pr jec::: f r dΛ::abled indΛgen ¥:: pe ple in Me¤Λc and t inΛ::Λa::e inf rma::Λ n e¤change in Me¤Λc in l Λng e¤per::: in rehabΛlΛ::a::Λ n and Na::Λ e pe ple::. A c¥l::¥rallQ sen::Λ::Λ e s¥r eQ in::::r¥men:: a:: de el ped and admΛnΛ::::ered t 232 indΛgen ¥:: ad¥l::: and chΛldren Λ::h dΛ::abΛlΛ::Λe:: in r¥ral and urban area:: f Oa¤aca ::a::e. Re::¥l::: indΛca::e a grea:: need f r ed¥ca::Λ n, rehabΛlΛ::a::Λ n, and empl Qmen::. The maj rΛ::Q f ad¥l:: re::p nden::: had n ed¥ca::Λ n r had a::::ended nlQ elemen::arQ sch l; m ::: sch l-age chΛldren Λ::h dΛ::abΛlΛ::Λe:: ere n :: in sch l. RehabΛlΛ::a::Λ n ser Λce:: ere m¥ch m re a aΛlable in urban area:: than in r¥ral area:: and in l ed medΛcal rehabΛlΛ::a::Λ n r phQ::Λcal therapQ. V ca::Λ nal rehabΛlΛ::a::Λ n ser Λce:: dΛd n :: e¤Λ::::. H e er, re::p nden::: indΛca::ed grea:: in::ere::: in the de el pmen:: f c mm¥nΛ::Q ed¥ca::Λ n pr gram::, famΛlQ ed¥ca::Λ n pr gram::, and v ca::Λ nal rehabΛlΛ::a::Λ n. M ::: ad¥l:: male re::p nden:::, b¥:: nlQ a thΛrd f ad¥l:: female::, ere emplQed, f::en margΛnallQ. Rec mmenda::Λ n:: are ffered f r f¥::¥re in::erna::Λ nal re::earch. C n::aΛn:: 26 reference::. AppendΛce:: incl¥de a c nference pr gram, three pre::en::a::Λ n::, and a s¥mmarQ f r ¥nd::able:: a:: the DΛa In::ernacΛ nal del DΛ::capacΛ::ad c nference held in December 1995. (SV)

ED 409 157 RC 021 112

Mar::Λn, Shane P.
C¥l::¥ral DΛ er::Λ::Q in Ca::h lΛc Sch l::: Challenge:: and Opp r::¥nΛ::Λe:: f r Ca::h lΛc Ed¥ca:: r::.
PUB DATE- 96
NOTE- 94p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC04 Pl¥:: P :::age.
PUB TYPE- B k:: (010),G¥Λde::/Me::h d::/TechnΛq¥e:: (F r Prac::Λ::Λ ner::) - N n-Cla:::r m U::e (F r AdmΛnΛ:::ra::Λ e and S¥pp r:: S::aff, and f r Teacher::, Paren:::, ClergQ, e::c. in N n-Cla:::r m sΛ::¥a::Λ n::) (055),Inf rma::Λ n AnalQ::e::/S::a::e- f-::he-ar:: Ma::erΛal:: (070)
DESCRIPTORS- Ca::h lΛc Ed¥ca:: r::; *Ca::h lΛc Sch l::; ChrΛ:::ΛanΛ::Q; C¥l::¥ral A arene:::; *C¥l::¥ral Pl¥ralΛ::m; *C¥l::¥rallQ Rele an:: Ed¥ca::Λ n; DΛ er::Λ::Q (S::¥den::); Ed¥ca::Λ nal En Λr nmen::; Elemen::arQ Sec ndarQ Ed¥ca::Λ n; In::er Λce Teacher Ed¥ca::Λ n; MΛn rΛ::Q Gr ¥p::; *M¥l::ΛC¥l::¥ral Ed¥ca::Λ n; RacΛal BΛa::; Sch l C¥l::¥re; *Teacher S::¥den:: Rela::Λ n::hΛp; *Val¥e::
IDENTIFIERS- In:::Λ::¥::Λ nal RacΛ::m; Reflec::Λ e Prac::Λce

ThΛ:: b k e¤amΛne:: s cΛ c¥l::¥ral fac:: r:: tha:: affec:: teachΛng and learnΛng in t daQ'::: Ca::h lΛc elemen::arQ and sec ndarQ sch l::. The fΛr::: chap::er, "C¥l::¥ral DΛ er::Λ::Q: An Imp r::an:: b¥:: Pr blema::Λc I:::¥e," dΛ::c¥:::e:: h dem graphΛc and s cΛe::al change:: ha e crea::ed a grea::er need f r c¥l::¥ral dΛ er::Λ::Q in ed¥ca::Λ n, and ::re:::e:: the ambΛg¥Λ::Λe:: inheren:: in addre:::Λng thΛ:: dΛ er::Λ::Q. The sec nd chap::er, "The S¥cce::: f Ca::h lΛc Ed¥ca::Λ n: Impre:::Λ e and S::Λll Able T Be Be:::er," rec ¥n::: the s¥cce::: f Ca::h lΛc sch l:: in b¥ΛldΛng c mm¥nΛ::Q, ¥::lΛne:: the s cΛ c¥l::¥ral the rQ f learnΛng, and hΛghlΛgh::: the challenge:: t de el pΛng c¥l::¥rallQ sen::Λ::Λ e pedag gQ and a elc mΛng sch l c¥l::¥re. ThΛ:: chap::er al:: addre:::e:: the imp r::ance f rec gnΛΛΛng the sch l'::: hΛdden c¥rrΛc¥l¥m, hΛrΛng an e::hnΛcallQ dΛ er::e fac¥l::Q and ::aff, and beΛng a are f a::pec::: f in:::Λ::¥::Λ nal racΛ::m. The thΛrd chap::er, "The Ca::h lΛcΛ::Q f O¥r Sch l::: MakΛng the G ::pel C ncre::e," Curriculum, Instruction, and Assessment; (4) Professional Development; and (5) Future Directions. The first section contains five papers that address topics such as the inclusion of blacks in the mathematics community and lessons from multicultural classrooms in Australia. The second section contains seven papers addressing topics such as ethnomathematics, bias in the classroom, and gender-equitable classrooms. Nine papers on a variety of equity issues, including integrating culture into the mathematics classroom and assessment, are presented in the next section, and five papers that cover family involvement and communication strategies are included in the fourth section. The book concludes with two papers that discuss perspectives on the future direction of equity efforts in mathematics education. (DDR)

ED 409 176 SE 060 323

Rochowicz, John A., Jr.
A Technological View of Modular Congruences.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Mathematical Concepts; *Mathematics Activities; *Number Concepts; Spreadsheets; Teaching Guides; *Technology

Many students have difficulty finding remainders instead of quotients in the division of two numbers. Students are too quick to use technology and cannot interpret the output correctly. Moreover, many students are not accustomed to doing different yet applicable mathematics. As with all branches of mathematics, modular arithmetic and congruences are useful in real life situations. The use of technology allows students to focus on meanings and apply practice concepts. This paper describes various ways to compute modular congruences on a spreadsheet. Macros are discussed that provide the user with automatic computation of congruence. A drill for the practice of calculating congruences is also included. (Author/NB)

ED 409 177 SE 060 324

Pitucco, Anthony P.; Agut, Shawn
The Restaurant at the Beginning of the Universe: Exploring the Wonderment of the World through Physics.
PUB DATE- 97
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Physics; Science Activities; Science Interests; *Science Process Skills; *Scientific Concepts; Scientific Methodology; Teaching Guides; Thinking Skills

This book is organized around a set of simple observational physics activities that stimulate questioning and answering and encourage the generation of answers to stimulate individual creativity. The activities integrate drawing, counting, measuring, predicting, recording, hypothesizing, and verifying. The activities are designed to sharpen students' ability to

Findings significantly demonstrate the emerging nature of explanation and clarify the interrelationship between explanation and other classroom mathematical activity. Contains 23 references. (Author/DDR)

ED 409 199 SE 060 405

Yackel, Erna; Bowers, Janet
Comparing Individual and Collective Mathematical Activity across Two Teaching Experiments. Draft.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Mar 97
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Case Studies; *Classroom Environment; Cognitive Structures; Computer Uses in Education; Concept Formation; *Constructivism (Learning); Educational Strategies; Grade 3; Inquiry; Instructional Design; *Knowledge Representation; *Mathematics Activities; Mathematics Instruction; Metacognition; *Place Value; Primary Education; Problem Solving

This paper examines students' mathematics learning in a social context as two versions of an instructional sequence designed to facilitate students' development of a conceptual foundation for place-value numeration are enacted in two third grade classrooms. The same instructional sequence is used in each classroom with the regular classroom teacher conducting the instruction in one class and an expert graduate student conducting instruction in the other class. Other differences between the two teaching experiments are that in the second situation, there is a deliberate focus on notation and symbolizing as well as a series of computer microworlds which are used to facilitate imagery of the instructional scenario of a candy factory. Analysis of the data indicates that the candy factory imagery both supports and constrains the mathematical conceptions the children develop. A critical difference between the two teaching experiments is the manner in which the use of imagery is constituted. The use of the computer microworlds enables more children to participate in a meaningful way in the activities and their understanding of place-value is enhanced as a result. Contains 19 references. (Author/DDR)

ED 409 200 SE 060 406

Hagedorn, Linda Serra; And Others
Success in College Mathematics: Comparisons between Remedial and Non-Remedial First Year College Students.
SPONS. AGENCY- National Center on Postsecondary Teaching, Learning, and Assessment, University Park, PA.
PUB DATE- Mar 97
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Curriculum; College Freshmen; College Mathematics; Cultural Differences; Factor Analysis; Higher Education; Mathematics Instruction; Minority Groups; *Remedial Instruction; Sex Differences; Standards;

moderators and panelists who appear in the scheduled television program. (TSV)

ED 409 221 SO 026 786

Baxi, Upendra
Human Rights Education: The Promise of the Third Millennium
PUB DATE- 94
NOTE- 34p.; Paper presented at the Conference of the United Nations Member States and Non-Governmental Organizations (New York, NY, December 9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship; Citizenship Education; *Civil Liberties; Elementary Secondary Education; Foreign Countries; Freedom; Global Approach; World History
IDENTIFIERS- United Nations

The 20th century could be characterized as the "Age of Rights." Never before has there been such progress and interest in human rights standards. To ensure that progress, human rights education (HRE) needs to look at the world history of the struggles for rights and against tyranny and injustice. The notions of HRE originated in the text of the Universal Declaration of Human Rights. This paper chronicles the history and current state of human rights education. Details of human rights education in the contexts of the 1974 UNESCO Recommendation, the 1993 UNESCO Montreal Recommendation, the Vienna Declaration, and the Draft Plan of Action for the United Nations Decade for HRE: 1995-2005 are explored. The fundamentals of human rights education cannot be legislated in advance, but must emerge through regular and persistent review by human rights educators. The necessary critiques of human rights pronouncements and the tasks ahead in improving and spreading human rights education are investigated. (LAP)

ED 409 222 SO 026 788

Guhathakurta, Meghna; Lina, Khadija
Empowering Women at the Grassroots: A Manual for Women's Human Rights Education.
PUB DATE- Aug 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description) (141)
DESCRIPTORS- Citizen Participation; Citizenship; Citizenship Education; *Civil Liberties; *Empowerment; *Females; Feminism; Foreign Countries; Freedom; Womens Education
IDENTIFIERS- Bangladesh

Nagorik Uddyog (Citizen's Initiative) is a non-profit, non-governmental Bangladeshi organization focused on empowering women at the grassroots level through human rights education. Although women constitute half of the total population of Bangladesh, their participation in social, cultural, and political activities is limited. Recently, significant changes have taken place to make women more visible, yet they still remain disadvantaged compared to their male counterparts because of inequities in education, employment, participation in decision-making, and family matters. Nagorik Uddyog created this manual to educate semi-literate and illiterate women about

Watergate: The Waterloo of a President. ETC Simulation Number 1.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Instructional Materials; *Presidents of the United States; *Role Playing; Secondary Education; *Simulation; Social Studies; Teaching Methods; *United States History
IDENTIFIERS- Ellsberg (Daniel); *Nixon (Richard M); Watergate

This booklet provides instructions for simulating the causes and events that led to the resignation of Richard Nixon as President of the United States. Students role-play activities related to the Watergate break-in, the cover-up attempts, the Congressional hearings relating to impeachment considerations, and the resignation of President Richard M. Nixon on August 8, 1974. (EH)

ED 409 247 SO 027 437

Campbell, Patricia B.; Storo, Jennifer N.
Why Me? Why My Classroom? Equity in Coed Math and Science Classes. Math and Science for the Coed Classroom.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 96
NOTE- 9p.; For related documents, see SO 027 438-440.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Coeducation; Educational Quality; Elementary Secondary Education; *Equal Education; Mathematics Instruction; *Nondiscriminatory Education; Science Instruction; *Sex Fairness; Single Sex Schools; Womens Education

This pamphlet addresses the research related to underachievement of women in science and mathematics and the implications of such underachievement for the nation. Fewer women are graduating in science and engineering and girls continue to score lower than boys on science achievement tests. The brochure stresses that an equitable education makes a difference in achievement and suggests guidelines for assessing equity in the classroom. Sections of the pamphlet include: (1) "Why Bother?"; (2) "Are Girls Receiving as Good an Education as Boys?"; (3) "Are Single-Sex Classes the Answer?"; (4) "What is an Equitable Coed Classroom?" and (5) "Is My Class Equitable?" A 9-item reference and sources section concludes the pamphlet. (EH)

ED 409 248 SO 027 438

Campbell, Patricia B.; Storo, Jennifer N.
Teacher Strategies That Work for Girls and Boys. Math and Science for the Coed Classroom.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 96
NOTE- 9p.; For related documents, see SO 027 437-440.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; Classroom Techniques;

in꞉꞉r꞉c꞉Λ nal idea꞉. OnlQ the AmerΛcan teacher꞉ rep r꞉ed tha꞉ theQ them꞉el e꞉ benefΛ꞉꞉ed fr m in꞉erac꞉Λ n Λ꞉h pre꞉er Λce teacher꞉. Ver꞉Λ n꞉ f the qꝀe꞉꞉Λ nnaΛre are appended. (C n꞉aΛn꞉ 26 reference꞉.) (JLS)

ED 409 268 SP 037 364

MΛll꞉, Bre꞉꞉ D.; And O꞉her꞉
Lab E¤ercΛ꞉e꞉ f r KΛne꞉Λ l gQ.
PUB DATE- Apr 97
NOTE- 78p.
LANGUAGE- EnglΛ꞉h
EDRS PrΛce- MF01/PC04 PlꝀ꞉ P ꞉꞉age.
PUB TYPE- Rep r꞉꞉ - De꞉crΛp꞉Λ e (Pr gram/Pr jec꞉ De꞉crΛp꞉Λ n꞉) (141)
DESCRIPTORS- *A꞉hle꞉Λc꞉; *BΛ mechanΛc꞉; *E¤ercΛ꞉e; E¤ercΛ꞉e PhQ꞉Λ l gQ; HΛgher EdꝀca꞉Λ n; M ꞉ r Reac꞉Λ n꞉; *MꝀ꞉cꝀl ꞉kele꞉al SQ꞉꞉em; PhQ꞉Λcal Ac꞉Λ Λ꞉Λe꞉; PhQ꞉Λcal EdꝀca꞉Λ n; P꞉Qch m ꞉ r SkΛll꞉; *SkΛll De el pmen꞉; TeachΛng Me꞉h d꞉
IDENTIFIERS- *KΛne꞉Λ l gQ; *MechanΛcal KΛne꞉Λ l gQ

ThΛ꞉ m n graph pre꞉en꞉꞉ de꞉crΛp꞉Λ n꞉ f varΛ Ꝁ꞉ e¤ercΛ꞉e꞉ and a꞉hle꞉Λc ac꞉Λ Λ꞉Λe꞉ Λ꞉h a kΛne꞉Λ l gΛcal and bΛ mechanΛcal analQ꞉Λ꞉ f the mꝀ꞉cle sQ꞉꞉em꞉ in l ed. I꞉ i꞉ in꞉ended a꞉ e¤ample꞉ f lab ra꞉ rQ ac꞉Λ Λ꞉Λe꞉ and pr jec꞉꞉ in a c llege c Ꝁr꞉e in kΛne꞉Λ l gQ. A lΛ꞉꞉Λng f the reqꝀΛred lab ra꞉ rQ e¤ercΛ꞉e꞉ precede꞉ the e¤ample꞉. SpecΛfΛc ac꞉Λ Λ꞉Λe꞉ analQΛed inclꝀde: sea꞉ed r e¤ercΛ꞉e, rΛgh꞉-handed ba꞉eball ba꞉ s Λng꞉, in꞉꞉ep sh elace s ccer kΛck, rΛgh꞉-legged s ccer kΛck. AddΛ꞉Λ nallQ, a s꞉reng꞉h traΛnΛng, c ndΛ꞉Λ nΛng, and te꞉꞉Λng pr gram f r team handball i꞉ de꞉aΛled inclꝀdΛng skΛll te꞉꞉꞉ and a traΛnΛng schedꝀle f r b ꞉h ff-꞉ea꞉ n and in-꞉ea꞉ n pha꞉e꞉. An e¤ample f reqꝀΛred s꞉Ꝁden꞉ a꞉꞉Λgnmen꞉꞉ in l Λng vΛde fΛlmΛng f Ꝁr specΛfΛc skΛll꞉ fr m f Ꝁr dΛfferen꞉ sp r꞉꞉ Λ꞉h a re Λe f the lΛ꞉era꞉Ꝁre and kΛne꞉Λ l gΛcal and bΛ mechanΛcal analQ꞉Λ꞉ f each i꞉ al꞉ pr Λded. The sp r꞉꞉ skΛll꞉ analQΛed are: (1) the l ng snap (f ꞉ball), (2) the r Ꝁndh Ꝁ꞉e kΛck (kara꞉e), (3) the ver꞉Λcal jꝀmp (ba꞉ke꞉ball, v lleQball, track and fΛeld), and (4) r pe jꝀmpΛng (general c ndΛ꞉Λ nΛng). (C n꞉aΛn꞉ 182 reference꞉.) (JLS)

ED 409 269 SP 037 367

BꝀrn꞉, Rebecca C.; Meehan, MerrΛll L.
E-MaΛl SꝀr eQ f the In꞉erdΛ꞉cΛplΛnarQ Teamed In꞉꞉rꝀc꞉Λ n (ITI) LΛ꞉꞉꞉er DΛ꞉cꝀ꞉꞉Λ n Gr Ꝁp: E¤pl ra꞉ rQ S꞉ꝀdQ f an Elec꞉r nΛc C mmꝀnΛ꞉Q f Learner꞉.
SPONS. AGENCY- OffΛce f EdꝀca꞉Λ nal Re꞉earch and Impr emen꞉ (ED), Wa꞉hΛng꞉ n, DC.
PUB DATE- JꝀl 96
NOTE- 27p.
LANGUAGE- EnglΛ꞉h
EDRS PrΛce- MF01/PC02 PlꝀ꞉ P ꞉꞉age.
PUB TYPE- Rep r꞉꞉ - E alꝀa꞉Λ e/Fea꞉ΛbΛlΛ꞉Q (142),Te꞉꞉, QꝀe꞉꞉Λ nnaΛre꞉, E alꝀa꞉Λ n In꞉꞉rꝀmen꞉꞉ (160)
DESCRIPTORS- *C llegΛalΛ꞉Q; C mmꝀnΛca꞉Λ n꞉; Elec꞉r nΛc EqꝀΛpmen꞉; *Elec꞉r nΛc MaΛl; Elemen꞉arQ Sec ndarQ EdꝀca꞉Λ n; HΛgher EdꝀca꞉Λ n; In꞉erac꞉Λ n; *In꞉erdΛ꞉cΛplΛnarQ Appr ach; In꞉erpr fe꞉꞉Λ nal Rela꞉Λ n꞉hΛp; Peer Rela꞉Λ n꞉hΛp; Pr fe꞉꞉Λ nal De el pmen꞉; Teacher A꞉꞉Λ꞉Ꝁde꞉; *Teacher C llab ra꞉Λ n; *Team TeachΛng; Team rk
IDENTIFIERS- *LΛ꞉꞉꞉er ꞉

ThΛ꞉ rep r꞉ i꞉ a f rma꞉Λ e e alꝀa꞉Λ n f the u꞉e f an nlΛne lΛ꞉꞉꞉er dΛ꞉cꝀ꞉꞉Λ n gr Ꝁp a꞉ par꞉ f a c n꞉ΛnꝀΛng pr jec꞉ Λ꞉h sch l꞉ e¤pl rΛng r implemen꞉Λng in꞉erdΛ꞉cΛplΛnarQ teamed

Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Mentors; *Partnerships in Education; *Preservice Teacher Education; Professional Development Schools; Program Effectiveness; Program Evaluation; State Programs; Student Teachers; Teacher Certification; *Teacher Education Programs; Teacher Improvement
IDENTIFIERS- *Texas

The Texas Centers for Professional Development and Technology (CPDT) study gathered evaluative data about the progress and contribution of the centers toward their goal of systematic change in teacher preparation and student learning during four years of funding (1992-93 through 1995-96). The 21 centers in the sample included 35 universities, 15 educational service centers, and 113 school districts affecting more than 300,000 students, 19,000 teachers, and 12,000 preservice teachers. Major findings of the study included: (1) CPDT graduates hired as first year teachers entered into the school environment more successfully than typical first-year teachers; (2) professional development school mentor teachers reported more input into university course instruction and evaluation of preservice teachers, and more collaboration between university and school district personnel; (3) restructuring of teacher preparation from campus-based to field-based programs promoted collaborative efforts between university and school personnel and resulted in an 184 percent increase in field-based hours for elementary levels and 142 percent increase for secondary levels; and (4) the CPDT centers provided a tremendous amount of inservice and preservice professional development training. Total attendance at more than 6,000 scheduled training sessions was over 120,000 participants, including over 14,000 classroom teachers. Training covered technology, learning strategies, leadership/collaboration, management/discipline, subject matter content, and diversity/inclusion. It is predicted that successful restructuring of teacher preparation will lead to institutionalization of the CPDT collaborative, field-based approach. (ND)

ED 409 288 SP 037 410

Romanowski, Michael H.
Teachers' Lives and Beliefs: Influences That Shape the U.S. History Curriculum.
PUB DATE- 97
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Influence; *Hidden Curriculum; High Schools; *History Instruction; Interviews; School Organization; Secondary School Teachers; *Teacher Attitudes; *Teacher Background; *Teaching Styles; *United States History
IDENTIFIERS- *Pedagogical Content Knowledge

This study was undertaken to investigate how individual teachers' opinions and beliefs serve as a basis for classroom practice and curriculum decision making. United States history teachers are not passive transmitters of knowledge; they bring their own experiences, beliefs, attitudes, and ways of looking at the world to the classroom. The findings discussed here are based on information gained from a previous study, and from a current study using interviews and classroom observations. Teachers participated in interviews focusing on their theoretical conception of ideal and the real regardΛng the br ad g al‼ f sch lΛng, Λ::h the m ‼:: empha‼Λ‼ a‼‼Λgned t self-realΛΛa::Λ n and crea::Λ Λ::Q bQ the ‼::¼den::‼, b¼:: the lea‼:: empha‼Λ‼ gΛ en t th ‼e g al‼ in the sch l‼, here in::elleo::¼al de el pmen:: and ba‼Λc skΛll‼ ed¼ca::Λ n are perceΛ ed t be gΛ en the m ‼:: empha‼Λ‼. PrΛ r e¤perΛence‼ in l er sch l‼ i‼ the m ‼:: imp r::an:: perceΛ ed infl¼ence n b ::h K rean undergrad¼a::e‼ and U.S. teacher candΛda::e‼' belΛef‼ and val¼e‼ ab ¼:: sch lΛng. (A¼::h r/ND)

ED 409 307 SP 037 438

O'C nn r, E elQn A.; FΛ::h, MarΛan C.
DΛfference‼ be::ñeen the Cla‼‼r m‼ f E¤per:: and N Λce Teacher‼ n the DΛmen‼Λ n‼ f the "Cla‼‼r m SQ‼::em‼ Ob‼er a::Λ n Scale."
PUB DATE- Apr 97
NOTE- 22p.; Paper pre‼en::ed a:: the Ann¼al Mee::Λng f the Ne England Ed¼ca::Λ nal Re‼earch OrganΛΛa::Λ n (P r::‼m ¼::h, NH, AprΛl 30-MaQ 2, 1997).
LANGUAGE- EnglΛ‼h
EDRS PrΛce- MF01/PC01 Pl¼‼ P ‼::age.
PUB TYPE- Rep r::‼ - Re‼earch/TechnΛcal (143),Speeche‼, C nference Paper‼, "Paper‼ Pre‼en::ed a::..." (150)
DESCRIPTORS- *BegΛnnΛng Teacher‼; *Cla‼‼ OrganΛΛa::Λ n; *Cla‼‼r m En Λr nmen::; Cla‼‼r m Ob‼er a::Λ n TechnΛq¼e‼; *Cla‼‼r m TechnΛq¼e‼; Elemen::arQ Ed¼ca::Λ n; Elemen::arQ Sch l Teacher‼; PrΛ a::e Sch l‼; P¼blΛc Sch l‼; Teacher Charac::erΛ‼::Λc‼; *TeachΛng E¤perΛence; *TeachΛng S::Qle‼
ThΛ‼ ‼::¼dQ in e‼::Λga::ed he::her dΛfference‼ e¤Λ‼:: be::ñeen cla‼‼r m‼ f e¤per:: and n Λce teacher‼ n the c he‼Λ n, c mm¼nΛca::Λ n, and fle¤ΛbΛlΛ::Q dΛmen‼Λ n‼ f the "Cla‼‼r m SQ‼::em‼ Ob‼er a::Λ n Scale" (CSOS). PrΛncΛpal‼ iden::ΛfΛed 10 e¤per:: and 10 n Λce elemen::arQ sch l teacher‼ fr m 8 p¼blΛc and prΛ a::e sch l‼. A 50-mΛn¼::e cla‼‼r m b‼er a::Λ n ¼‼Λng the CSOS a‼ c nd¼c::ed f r each cla‼‼r m. Re‼¼l::‼ sh ed tha:: e¤per:: teacher‼' cla‼‼r m‼ had a sΛgnΛfΛcan::lQ hΛgher le el f fle¤ΛbΛlΛ::Q Λ::hΛn the balanced range f f¼nc::Λ nΛng than dΛd n Λce teacher‼' cla‼‼r m‼. N dΛfference‼ be::ñeen e¤per:: and n Λce teacher‼' cla‼‼r m‼ ere f ¼nd n the c he‼Λ n and c mm¼nΛca::Λ n dΛmen‼Λ n‼. The‼e fΛndΛng‼ ‼¼pp r:: prΛ r re‼earch n e¤per::-n Λce teacher dΛfference‼. Sch l p‼Qch l gΛ‼::‼ can ¼‼e thΛ‼ kn ledge t help neñ teacher‼ de el p a m re balanced, fle¤Λble cla‼‼r m, th¼‼ impr Λng the cla‼‼r m ‼Q‼::em. (C n::aΛn‼ 23 reference‼.) (A¼::h r)

ED 409 308 SP 037 439

B¼rke, KaQ
De‼ΛgnΛng Pr fe‼‼Λ nal P r::f lΛ ‼ f r Change.
PUB DATE- 97
NOTE- 174p.
LANGUAGE- EnglΛ‼h
EDRS PrΛce- D c¼men:: N :: A aΛlable fr m EDRS.
PUB TYPE- B k‼ (010),G¼Λde‼/Me::h d‼/TechnΛq¼e‼ (F r Prac::Λ::Λ ner‼) - N n-Cla‼‼r m U‼e (F r AdmΛnΛ‼::ra::Λ e and S¼pp r:: S::aff, and f r Teacher‼, Paren::‼, ClergQ, e::c. in N n-Cla‼‼r m sΛ::¼a::Λ n‼) (055)
DESCRIPTORS- Ed¼ca::Λ nal Change; Elemen::arQ Sec ndarQ Ed¼ca::Λ n; *Fac¼l::Q De el pmen::; *P r::f lΛ A‼‼e‼‼men::; P r::f lΛ ‼ (Backgr ¼nd Ma::erΛal‼); *Reflec::Λ e TeachΛng; *Self E al¼a::Λ n (IndΛ Λd¼al‼); Teacher E al¼a::Λ n; Teacher Impr emen::
In addΛ::Λ n t ‼::¼den:: a‼‼e‼‼men::, manQ ed¼ca:: r‼ are n ¼‼Λng p r::f lΛ ‼ t d c¼men:: and e al¼a::e theΛr n gr ::h and de el pmen:: and t sh ca‼e the learnΛng takΛng place in theΛr cla‼‼r m. ThΛ‼ g¼Λde, in rkb k f rma::, e¤plaΛn‼ hQ

Education; Sexuality; State Legislation; Student Attitudes; *Substance Abuse; *Surveys
IDENTIFIERS- California; Large Scale Programs; *Parental Consent for Minors

Legislative mandates in California and at the federal level require written parental consent for surveys of children and youth on: sexual behavior and attitudes; illegal, antisocial and criminal behavior; and psychological problems. Active parental refusal and nonresponse to requests for permission threaten the generalizability of information obtained in large-scale population surveys. The California Student Substance Use Survey, administered biennially since 1985, initiated an active consent policy for the most recent (1995-96) survey. Thirty-eight percent of the intended sample was lost as a result of the consent requirements--6% due to denial of permission and 32% due to failure to return consent forms. School level student data revealed that parental response rates correlated significantly and negatively with measures of poverty (percent on Assistance to Families with Dependent Children and percent on school food programs) and positively with measures of educational advancement (percent of seniors graduating and percent taking college preparatory courses), as well as with percent Asian students. The feasibility of proposed tactics for increasing response rate is explored, and these tactics are dismissed as impractical for large-scale surveys. The tendency of media and interested parties to ignore qualifications by researchers about the generalizability to the intended population of samples based on actual parental consent is noted. (Contains three tables and eight references.) (Author/SLD)

ED 409 327 TM 026 609

Smith, Barbara T.; Karp, Grace Goc
The Effects of a Cooperative Learning Unit on the Social Skill Enhancement of Third Grade Physical Education Students.
PUB DATE- Mar 97
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Cooperation; *Cooperative Learning; *Elementary School Students; Grade 3; *Interpersonal Competence; Interviews; *Peer Relationship; *Physical Education; Primary Education; Skill Development; Student Attitudes

Cooperative learning and its effects on social skill enhancement and participation of third grade students in the setting of physical education class were studied. A pilot study with 16 third graders studied whether students exhibiting undesirable behavior could be identified through observation and provided information used to develop a cooperative learning curriculum. Of the 22 third graders participating (from a class of 24) in the study and intervention, 8 identified as having undesirable social skills were targeted. The intervention included cooperative learning and team-building activities and strategies in the context of the physical education class. Interviews were conducted with seven targeted students (one moved away during the intervention) and eight comparison students. Teachers rated the students before and after the intervention. Teacher ratings demonstrated no statistically

IDENTIFIERS- Australia; Australia (New South Wales); Interaction; *Student Engagement

Students' goals (motivation) for their schooling have been the focus of much recent research and have been shown to significantly influence important aspects of their cognitive engagement and academic achievement. This paper presents the results of a qualitative investigation into the nature and characteristics of students' social and academic goals, reporting the results of a series of structured, semistructured, and conversational interviews with students and teachers in primary and secondary schools in New South Wales, Australia. Interviews were designed to determine what goals students have and how the goals relate to each other, as well as various aspects of their cognitive engagement and academic achievement. Participants were 86 students, aged 12 to 15 years (63% Anglo-Australian), and 12 teachers from 8 schools in the Sydney metropolitan region. Results confirm that students in this sample have academic and social goals congruent with those identified in other contexts and other studies. These goals, as the literature has indicated, are salient correlates of students' motivation, cognitive engagement, and academic performance. The study further confirms that students can and do hold multiple social and academic goals in academic contexts, supporting the validity of a multiple goal, or interactionist, approach to goal studies. The study also supports academic and social goals as two distinct classes of goals, and it confirms the distinction between maladaptive and adaptive goals. An appendix charts students' goal descriptions and associated behaviors, affective reactions, and interview statements. (Contains 87 references.) (SLD)

ED 409 345 TM 026 828

Motika, Robert T.
Generalizability of Performance Assessment Measures on the Florida Teacher Certification Examinations.
PUB DATE- Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Error of Measurement; French; *Generalizability Theory; *Language Teachers; *Licensing Examinations (Professions); Second Language Instruction; Spanish; *Teacher Certification; *Test Reliability
IDENTIFIERS- Florida; Variance (Statistical)

Data from performance measures that were part of two foreign language teacher certification examinations were used in a generalizability study of the quality of their performance ratings. A total of 775 examinees from the Spanish K-12 and 192 examinees from the French K-12 subject area tests of the Florida Teacher Certification Examinations were selected. Data groups for both examinations were subdivided by unique rater pair combinations to form a series of fully crossed designed (person x rater x scale) with two random facets (person and rater) and one fixed facet (scale). Variance component estimates were then determined for each of the 31 examinee subgroups for Spanish and 8 subgroups for French. The means of the resulting variance component estimate distributions were used to assess the overall quality of the ratings and the

Brazil, Chile, England, West Germany, Hong Kong, Israel, Japan, Korea, Mexico, Netherlands, Russia, Sweden, and the United States. Data were analyzed and portraits, including more than 300 tables and charts, were prepared by researchers and scholars in the respective countries. After a foreword by Ernest L. Boyer, chapters include: "The Academic Profession in International Perspective" (Philip G. Altbach and Lionel S. Lewis); "The Australian Academic Profession" (Barry A. Sheehan and Anthony R. Welch); "The Academic Profession in Korea" (Sungho H. Lee); "The Academic Profession in Japan" (Akira Arimoto); "The Future of the Hong Kong Academic Profession" (Gerard A. Postiglione); "The Academic Profession in Brazil" (Simon Schwartzman and Elizabeth Balbachevsky); "The Chilean Academic Profession: Six Policy Issues" (Ernesto Schiefelbein); "The Mexican Academic Profession" (Manuel Gil Anton); "The American Academic Profession" (J. Eugene Haas); "The Academic Profession in England on the Eve of Structural Reform" (Oliver Fulton); "The Academic Profession in Germany (Jurgen Enders and Ulrich Teichler); "The Dutch Professoriate" (Peter A. Geurts and others); "The Academic Profession in Sweden" (Goran Blomqvist, Hans Jalling, and Karsten Lundeqvist); "The Academic Profession in Russia" (Brian L. Levin-Stankevich and Alexander Savelyev); and "The Academic Profession in Israel: Continuity and Transformation" (Michael Chen and others). Appendices include: "The International Survey of the Academic Profession, 1991-1993: Methodological Notes" (Mary Jean Whitelaw); a list of members of the research team; and a copy of the survey instruments. (Contains extensive reference notes.) (CH) who graduated from a Maryland high school in the spring of 1996. Survey respondents, 56 percent of whom were women, were asked what postsecondary institution they planned to attend; what reasons were most important to their decision; what was their intended academic major; and what financial aid package they were seeking. In text and tables the report summarizes demographic characteristics of respondents; presents data on college choice, noting that nearly 30 percent of students chose a Maryland campus; 54 percent selected an independent out-of-state institution; campuses chosen most frequently include Duke University, Harvard University, Massachusetts Institute of Technology, Stanford University, Princeton University, and Williams College; provides data on intended major for public and private out-of-state and public and private in-state attendees; notes percentage of costs covered by financial aid package by type of institution; and lists, by type of institution, factor ratings for choice of school. Appended to the report is a copy of the survey questionnaire used. (CH)

pr d₭c∷Ʌ n∷; a car∷ graphɅc in∷erpre∷a∷Ʌ n f vɅ∷₭al lɅ∷eracQ; enablɅng learner∷ thr ₭gh techn l gQ; a graphɅc∷ sQ∷∷em∷ appr ach in ind₭∷∷rQ; the phɅl ∷ phQ f repre∷en∷a∷Ʌ n; s∷₭den∷ n₭r∷e∷' percep∷Ʌ n∷ f h ∷pɅ∷al s∷aff m dellɅng beha Ʌ r∷; dec n∷∷r₭c∷Ʌng vɅ∷₭al image∷ f indɅgen ₭∷ pe ple; chɅldren'∷ spa∷Ʌal vɅ∷₭al thɅnkɅng in a hQpermedɅa en Ʌr nmen∷; crea∷Ʌng crɅ∷Ʌcal thɅnker∷; percep∷Ʌ n in phQ∷Ʌc∷; u∷Ʌng graphɅc∷ f r in∷egra∷ed plannɅng; re Ʌ∷Ʌ nɅng in s∷ rQ∷ellɅng; a l cal hɅ∷∷ rQ pre∷er a∷Ʌ n pr jec∷; vɅ∷₭al learnɅng in bɅ l gQ; imagerQ, c ncep∷ f rma∷Ʌ n and crea∷Ʌ Ʌ∷Q; vɅ∷₭al theme∷ in gra e∷∷ ne∷; vɅ∷₭al de∷Ʌgn prɅncɅple∷ in W rld WɅde Web c n∷∷r₭c∷Ʌ n; dɅgɅ∷al camera edɅ∷Ʌng; dɅgɅ∷al cɅnema prɅncɅple∷ and technɅq₭e∷ f r m₭l∷ɅmedɅa de el pmen∷; c₭l∷₭re reflec∷ed in t mb∷∷ ne∷; challenge∷ f r hQpermedɅa de∷Ʌgner∷; vɅ∷₭al lɅ∷eracQ in Web Page crea∷Ʌ n; the p ∷en∷Ʌal f dQnamɅc c mp₭∷er pre∷en∷a∷Ʌ n∷; techn l gQ ma∷∷ medɅa, s cɅe∷Q and gender; b∷∷r₭c∷Ʌ e in∷erac∷Ʌ e tele Ʌ∷Ʌ n de∷Ʌgn∷; gender eq₭Ʌ∷Q nlɅne; a s∷₭dQ f in∷er∷e∷∷₭alɅ∷Q in tele Ʌ∷Ʌ n pr grammɅng; chɅldren'∷ under∷∷andɅng f vɅ∷₭al∷ in tele Ʌ∷Ʌ n in∷er Ʌe ∷; chɅldren'∷ a∷∷en∷Ʌ n in tele Ʌ∷Ʌ n vɅe Ʌng; in∷∷r₭c∷Ʌ nal de∷Ʌgn pr ce∷∷ m del∷; and in∷erna∷Ʌ nal u∷e f the elec∷r nɅc pre∷en∷a∷Ʌ n. (AEF)

development of learners' abilities. There are innumerable opportunities for the development of visualization experiences, including the modelling of mental rotations, animations which illustrate complex processes, and visual transformations such as going from perspective views to orthographic ones. Image processing software allows inquiry into science and mathematics topics through the use of image transformations. At this point, substantial research is still needed to ascertain what strategies, materials, and purposes are the most powerful for increasing visual literacy. (AEF)

ED 408 958 IR 018 371

Holmes, Glen A.
Virtual Fidelity and Learning via Computer-Based Simulations.
PUB DATE- Jan 97
NOTE- 5p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Observation Techniques; *Computer Simulation; Computer Software Evaluation; *Computer System Design; Computer Uses in Education; Evaluation Methods; Formative Evaluation; Knowledge Representation; Program Development; Student Behavior; Teacher Behavior; Teacher Education; Teaching Methods; Teaching Styles; *Virtual Reality; Visualization
IDENTIFIERS- *Behavior Analysis; Knowledge Bases

Effective classroom simulations can provide opportunities for end-users to analyze human teaching and learning behaviors and can also help prepare teachers for real-world experiences. This paper proposes a simulation project based on an aggregation of ideas associated with knowledge-based simulations, behavior observations, visualization, and the team approach to product development. Knowledge-based simulations use special knowledge to boost run-time performance and fidelity, often relying upon disciplines such as game and probability theory for implementation. They can use virtual reality to offer navigation through, and three-dimensional viewing of, worlds in real time; the user's role shifts from passive to involved. For the project, a research team of computer programmers, instructional designers, videographers, graphic artists, behavioral psychologists, educational researchers, and a project manager was assembled. The team, taking into account issues of quantifying human behavior and depicting it via simulation, will: develop a knowledge base using several electronic databases; review new technology and software as they emerge; and carry on running discussions of feasibility and the formative evaluation process. (AEF) of children in the visual, sources, origins, and the determinants of media and visual constructions. By using these five concepts in critical inquiry, the ways in which the language of visuals is socially and historically produced can be examined. (Contains 13 references.) (AEF)

ED 408 976 IR 018 389

McClurg, Patricia; And Others
Exploring Children's Spatial Visual Thinking in an HyperGami Environment.
PUB DATE- Jan 97
NOTE- 11p.; In: Vision Quest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Design; Computer Assisted Instruction; Computer Software; *Hypermedia; Improvement; Intermediate Grades; Junior High Schools; Microcomputers; *Microworlds; Perceptual Development; Pretests Posttests; *Spatial Ability; Visual Learning; *Visual Literacy; *Visual Measures
IDENTIFIERS- *Shapes; *Spatial Tasks

This study investigates children's spatial cognition in the microcomputer environment created by "HyperGami." Two categories of spatial cognition have been described: spatial visualization, which involves mentally rotating, manipulating and twisting two- and three-dimensional objects; and spatial orientation, which involves the ability to remain unconfused by changing orientations of spatial configurations. "HyperGami" is a computer application which allows students to design, decorate, explore, and manipulate a two-dimensional net made up of polygons and their associated three-dimensional solids. Subjects for this study were 12 sixth- through ninth-grade students in the University of Wyoming Laboratory School. Students were given pretests and posttests. Once a week for a period of 6 weeks, the subjects interacted individually with "HyperGami" for 1 hour. They were divided into three groups, each with different exploration exercises and different aims. In the first group, each subject made gains in their ability to recognize the nets of solids, which require spatial visualization ability. Results from the second group suggest that interaction with "HyperGami" may have helped the subjects improve their ability to visualize the solid from its two-dimensional net. No evidence was found in the third group to show that the hours spent interacting with HyperGami helped the children to count vertices, to count faces, or to identify faces after truncation of vertices. Appendices present the polygon configurations used in the pretests and posttests. (Contains 31 references.) (AEF)

IDENTIFIERS- *Cheers (Television Series); *Intertextuality

This paper addresses the television program "Cheers" and demonstrates one way of interpreting the complexity of messages within the program. The interplay of visual messages within the "Cheers" programming is referred to as intertextuality, or the relation of one text to another to express an idea. Two basic types of intertextuality--horizontal and vertical--serve as a framework for this analysis of "Cheers." Horizontal textuality refers to relations between primary texts "along the axis of genre and content." In "Cheers," genre intertextuality means examining how the show works as a situation comedy, and in particular how it differs from other situation comedies. Content intertextuality refers to the use of specific allusions to other texts. The second type of intertextuality is vertical, defined as the relation between a primary text and those texts which refer to and discuss the primary text. In the case of "Cheers," this includes analyses in the popular press. These secondary texts work to promote the circulation of selected meanings of the primary text. The carefully crafted comedic statements in "Cheers" carry social and cultural overtones, presenting an intellectual challenge to the viewer who actively attends to the interplay. After a description of the characters, this paper includes a general and an episode analysis. It then shows how the titles of the show have been gleaned from classic literature and places "Cheers" in the comedic perspective with other television comedies. (Contains 18 references.) (AEF)

in the UnΛ¤ed S¤a¤e¤; 1,455 p¥blΛc lΛbrarΛe¤ (er 16%) rep r¤ed ne r m re branch lΛbrarQ ¥¤le¤¤, Λ¤h a t ¤al f 7,025; t ¤al pera¤Λng e¤pendΛ¤¥re¤ f r p¥blΛc lΛbrarΛe¤ ere er $4.9 bΛllΛ n in 1994; lΛbrarΛe¤ rep r¤ed a t ¤al f nearlQ 112,823 paΛd f¥ll-¤Λme eq¥Λ alen¤ (FTE) s¤aff; and t ¤al na¤Λ n Λde cΛrc¥la¤Λ n f lΛbrarQ ma¤erΛal¤ a¤ nearlQ 1.6 bΛllΛ n, r 6.4 per capΛ¤a. The rep r¤ begΛn¤ bQ pre¤en¤Λng hΛghlΛgh¤¤ f the fΛndΛng¤. The in¤r d¥c¤Λ n de¤crΛbe¤: the termΛn l gQ u¤ed in the d c¥men¤; the s¥r eQ unΛ er¤e; da¤a c llec¤Λ n and u¤e f techn l gQ; and q¥alΛ¤Q re Λeñ f the da¤a. Al¤ incl¥ded are ca ea¤¤ f r s¤a¤Λ¤¤Λc¤. The da¤a are pre¤en¤ed in 19 se¤¤ f table¤, hΛch make up the b dQ f thΛ¤ rep r¤. Da¤a i¤ pr Λded n s¤affΛng; pera¤Λng inc me and e¤pendΛ¤¥re¤; tQpe f g ernance; tQpe f admΛnΛ¤¤ra¤Λ e s¤r¥c¤¥re; p¥blΛc ser Λce h ¥r¤; in¤erlΛbrarQ l an; cΛrc¥la¤Λ n; and lΛbrarQ vΛ¤Λ¤¤. AppendΛce¤ incl¥de a backgr ¥nd f the Federal-S¤a¤e C pera¤Λ e SQ¤¤em (FSCS), a gl ¤¤arQ, and a lΛ¤¤ f s¤a¤e¤ Λ¤h erlappΛng p p¥la¤Λ n f legal ser Λce area¤. (AEF)

Enr llmen::; OrganΛΛa::Λ nal Objec::Λ e::; *Sch l H ldΛng P er;
S::Ɏden:: Charac::erΛ::::Λc::; SɎcce::::; Table:: (Da::a); T Year
C llege::; V ca::Λ nal F ll Ɏp

IDENTIFIERS- *GradɎa::Λ n Ra::e::; Pen::ac la JɎnΛ r C llege FL

Pr ΛdΛng da::a f r Year 2 f a s::a::e-appr ed acc Ɏn::abΛlΛ::Q plan de el ped bQ Fl rΛda':: Pen::ac la JɎnΛ r C llege (PJC), thΛ:: rep r:: pr Λde:: ba::elΛne da::a n Ɏ::c me:: f r 1994-95. Da::a table:: are pr Λded f r the f ll Λng Ɏ::c me mea::Ɏre::: enr llmen:: f prΛ r Qear hΛgh sch l gradɎa::e:: enr lled the f ll Λng Qear; re::en::Λ n and sɎcce:::: ra::e:: f r A:::: cΛa::e in Ar:::: (AA), A:::: cΛa::e in ScΛence (AS), and v ca::Λ nal cer::ΛfΛca::e recΛpΛen::::; perf rmance f AA tran::fer:: bQ e::hnΛcΛ::Q; s::a::e lΛcen::Ɏre te:::: pa:::: ra::e:: bQ pr gram; j b placemen:: ra::e:: f AS and cer::ΛfΛca::e c mple::er::; sɎcce:::: ra::e:: f r PJC c llege prepara:: rQ s::Ɏden::::; c llege prepara:: rQ re::en::Λ n and sɎcce:::: ra::e:: f r AA, AS, and cer::ΛfΛca::e recΛpΛen::::; and re::Ɏl:::: n the c llege skΛll:: a::::e::::men:: te::::. Each table inclɎde:: a defΛnΛ::Λ n f the rela::ed mea::Ɏre and a lΛ:::: f planned ac::Λ Λ::Λe:: r s::ra::egΛe::. Selec::ed fΛndΛng:: inclɎde the f ll Λng: (1) 33% f the 121 fɎll-::Λme AA s::Ɏden:::: s::ar::Λng in fall 1991 had gradɎa::ed af::er 4 Qear::, c mpared t 44% f the 91 AS s::Ɏden:::: and 33% f the 3 cer::ΛfΛca::e s::Ɏden::::; (2) the mean grade p Λn:: a erage f AA s::Ɏden:::: h tran::ferred t the s::a::e unΛ er::Λ::Q sQ::::em a:: 2.7 in sɎmmer 1993-94; and (3) 86.7% f the 598 AS and cer::ΛfΛca::e recΛpΛen:::: fr m 1992-93 had been placed in j b:: bQ 1995. A lΛ:::: g al:: n :: Qe:: me:: Λ:: a::::ached. (HAA)

Baker, Ron
Strategic Plan for the Oregon Community Colleges for Distance Learning.
PUB DATE- Jun 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Community Colleges; *Distance Education; Educational Needs; Educational Technology; Guidelines; *Organizational Objectives; Program Development; Program Implementation; *Statewide Planning; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Oregon Community College System

Developed jointly by Oregon's 17 community college presidents and the state Office of Community College Services, this strategic plan is designed to establish a common vision, define strategic directions, and identify implementation strategies for the coordinated delivery of distance learning (DL) services throughout Oregon's community colleges. Following an executive summary and prefatory material, an introduction describes the purpose and contents of the plan, presents the problem statement guiding the plan's development, and reviews the mission and values of the state's community colleges and their vision for DL. The second section presents background information on DL, including discussions of its present status nationwide and trends in other states, while the third section focuses on DL in Oregon community colleges, including information on its present status in the state, modes and technologies used, degrees and curricula offered, and existing partnerships. The next section presents policy issues and considerations related to the establishment of the Host/Provider Framework, which outlines a funding/operational model for college participation in DL; DL resources, service, roles, and responsibilities; instructional considerations; student and instructional services considerations; and library services. The final section provides nine findings and nine recommendations for implementing DL. Contains 12 references. Appendixes provide a graphical representation of the host/provider framework, a glossary, a discussion of principles of good practice, host and provider implementation guidelines, and lists of advisory committee and support team members. (HAA)

c n::Λdera::Λ n f pr gramma::Λc and ge graphΛc al::erna::Λ e::, a plan t ser e dΛ::ad an::aged s::¥den::: and en::¥re acce::: t the cen::er, s ¥nd academΛc plannΛng, pr jec::ed b¥dge:::, analQ::e:: f the en Λr nmen::al and s cΛal impac::, lΛkelQ effec::: n ::her ed¥ca::Λ nal in:::Λ::¥::Λ n::, and ec n mΛc effΛcΛencQ. De::aΛled g¥Λdel Λne:: f r re Λe   f pr p ::ed ed¥ca::Λ nal in:::Λ::¥::Λ n:: are appended. Map:: f the CCCD ser Λce area, regΛ nal t p graphQ, and the e¤Λ:::Λng cen::er are incl¥ded. (HAA)

ED 409 069 JC 970 386

A Re Λeñ f the Pr p ::ed AcademQ f En::er::aΛnmen:: and Techn l gQ--An Ed¥ca::Λ nal Cen::er f the San::a M nΛca C mm¥nΛ::Q C llege DΛ:::rΛc::. C mmΛ:::Λ n Rep r:: 97-4.
PUB DATE- J¥n 97
NOTE- 71p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC03 Pl¥:: P :::age.
PUB TYPE- Rep r::: - E al¥a::Λ e/Fea::ΛbΛlΛ::Q (142)
DESCRIPTORS- AnΛma::Λ n; C mm¥nΛ::Q C llege::; *C mp¥::er GraphΛc::; *Ed¥ca::Λ n Ser Λce Cen::er::; *Ed¥ca::Λ nal FacΛlΛ::Λe:: PlannΛng; Ed¥ca::Λ nal Need::; *FacΛlΛ::Q Req¥Λremen:::; FΛlm Ind¥:::rQ; G¥Λdel Λne::; *Lab r Need::; Sch l E¤pan::Λ n; *SΛ::e AnalQ::Λ::; T Year C llege::
IDENTIFIERS- *DΛgΛ::al Techn l gQ; San::a M nΛca C mm¥nΛ::Q C llege DΛ:::rΛc:: CA

ThΛ:: three-par:: rep r:: pre::en::: the rec mmenda::Λ n:: f the CalΛf rnΛa P :::ec ndarQ Ed¥ca::Λ n C mmΛ:::Λ n n a pr p ::al t gran:: ffΛcΛal ed¥ca::Λ nal s::a::¥:: t the AcademQ f En::er::aΛnmen:: and Techn l gQ, a dΛgΛ::al medΛa traΛnΛng cen::er pera::ed bQ the San::a M nΛca C mm¥nΛ::Q C llege DΛ:::rΛc:: (SMCCD). Par:: 1 pr Λde:: the C mmΛ:::Λ n':: c ncl¥::Λ n:: and rec mmenda::Λ n::, indΛca::Λng tha:: ba::ed n C mmΛ:::Λ n g¥Λdel Λne:: the AcademQ sh ¥ld be gran::ed ffΛcΛal s::a::¥::. Par:: 2 ffer:: backgr ¥nd inf rma::Λ n n the pr p ::al, incl¥dΛng dΛ::c¥:::Λ n:: f s::a::¥:: rQ req¥Λremen::: f r ne ed¥ca::Λ nal camp¥::e::; the rΛgΛn:: and unΛq¥e na::¥re f the pr p ::al, indΛca::Λng tha:: Λ:: re::¥l::ed m re fr m eff r::: t mee:: the traΛnΛng need:: f the b¥rge nΛng dΛgΛ::al medΛa Ind¥:::rQ in L :: Angele:: than eff r::: t Increa::e ed¥ca::Λ nal acce:::; the phQ::Λcal laQ ¥:: f the facΛlΛ::Q; and pr ced¥re:: f r re Λe Λng pr p ::al::. Par:: 3 pr Λde:: an analQ::Λ:: f the pr p ::al, incl¥dΛng an   er Λe   f the c mmΛ:::Λ n':: fΛndΛng:: rela::ed t the f ll Λng crΛ::erΛa: s¥ffΛcΛen:: enr llmen:: pr jec::Λ n::, a c n::Λdera::Λ n f pr gramma::Λc and ge graphΛc al::erna::Λ e::, adeq¥a::e plan:: t ser e dΛ::ad an::aged s::¥den::: and en::¥re acce:::, s ¥nd academΛc plannΛng, pr jec::ed b¥dge:::, analQ::e:: f the en Λr nmen::al and s cΛal Λmpac:::, the lΛkelQ effec::: n ::her ed¥ca::Λ nal in:::Λ::¥::Λ n::, and ec n mΛc effΛcΛencQ. De::aΛled g¥Λdel Λne:: f r re Λeñ f pr p ::ed ed¥ca::Λ nal in:::Λ::¥::Λ n::, a lΛ::: f ad Λ:: rQ b ard member::, a ten::a::Λ e c¥rrΛc¥l¥m, and le:::er:: f s¥pp r:: are appended. (HAA)

PUB TYPE- Rep r::: - Re::earch/TechnAcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *Affec::A e Beha A r; Aggre:::A n; *ChAld Beha A r; ChAld RearAng; *C nflAc::; C pAng; EarlQ ChAldh d Ed¥ca::A n; FamAlQ Rela::A n::hAp; *Paren:::; *Y ¥ng ChAldren
IDENTIFIERS- *MarA::al DA::c rd

ThA:: s::¥dQ e¤amAned paren:::' and chAldren':: affec:: reg¥la::A n skAll:: and c n:::r¥c::A e beha A r t te::: he::her a m delAng mechanA::m r a paren::-chAld in::erac::A n mechanA::m be::: acc ¥n::ed f r chAldren':: beha A r. ThAr::Q-::A¤ marrAed c ¥ple:: and theAr 4- t 7-Qear- ld chAldren par::AcApa::ed in the s::¥dQ. The famAlAe:: ere a::ked t plaQ a b ard game called "Ma¤ the Ca::" in a c pera::A e manner. Paren::: ere then a::ked t ch ::e a pr blem area in theAr rela::A n::hAp t dA::c¥::: in fr n:: f theAr chAld, and la::er c mple::ed the C nflAc:: Tac::Ac:: Scale. VAde ::ape:: f the::e in::erac::A n:: ere then c ded and analQAed. I:: a:: f ¥nd tha:: hAle paren:::' self-rep r:: f erall aggre:::A n in theAr marrAage:: a:: a::: cAa::ed A::h theAr b::er ed beha A r d¥rAng the marA::al pr blem dA::c¥:::A n, paren:::' beha A r d¥rAng tha:: ta::k a:: independen:: f theAr beha A r d¥rAng the famAlQ game ta::k. Paren:::' s¥pp r::A e beha A r:: in b:::h famAlQ ta::k:: ere p ::A::A elQ a::: cAa::ed A::h chAldren':: p ::A::A e affec:: and nega::A elQ a::: cAa::ed A::h chAldren':: nega::A A::Q, herea:: paren:::' nega::A e beha A r:: and le el f marA::al aggre:::A n ere p ::A::A elQ a::: cAa::ed A::h chAldren':: nega::A e beha A r, nega::A e affec::, and A::hdra al. I:: i:: c ncl¥ded tha:: chAldren are infl¥enced b ::h bQ theAr paren:::' in::erac::A nal beha A r and paren::Ang beha A r. (C n::aAn:: 12 reference::.) (MDM)

Review of the Empirical Literature.

PUB DATE- May 96
NOTE- 69p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Caregiver Child Relationship; *Child Abuse; *Child Development; Cognitive Development; *Developmental Delays; Developmental Psychology; *Early Experience; Emotional Development; Emotional Disturbances; Interpersonal Competence; *Literature Reviews; Personality Development; Psychopathology
IDENTIFIERS- *Object Relations; *Physical Abuse

Childhood abuse has been implicated in such difficulties as developmental lags, family dysfunction, social problems, and emotional distress. This paper presents a review of the empirical literature which examines the relationship between physical abuse and object relations impairment. Data in the literature were commonly derived from either Thematic Apperception Test or Bell Object Relations and Reality Testing Inventory analyses. Results of studies are grouped into four categories which are similar to categories suggested by the Object Relations and Social Cognition Scales. The categories are: complexity of object relations, affect tone, capacity for emotional investment, and accuracy of attributions. The studies most often used clinical and inpatient populations and found that physical abuse impacts these four areas significantly. The few studies that found disparities used slightly different factor analytical procedures or instruments. The limited scope of the research suggests the need for additional research with a broader range of measurement tools. (Contains 43 references.) (Author/EV)

old girls speaking about themselves and their relationships and then focuses on individual girls; (4) "Approaching the Wall: Three Girls into Adolescence" discusses 10- and 11-year-old girls' attitudes and perceptions of relationships and then focuses on individual girls; (5) "Rivers into the Sea: Three Girls through Adolescence" discusses 12- and 13-year-old girls' changing perceptions and again focuses on individual girls; and (6) "Dancing at the Crossroads" discusses the study's implications for women's psychology and development, especially the relationship between women and girls. The book concludes with a notes section, and an index. Contains 143 references. (LPP)

1975, the U.S. Census Bureau released the first numbers suggesting that the exodus of Black Americans from the southern countryside to the cities of the North and West was over. Black Americans who had spent all or part of a lifetime in large industrial cities were abandoning urban life and moving south, sometimes back to childhood homeplaces. By 1990, the South had regained more than half a million Black Americans who had been lost to northward migration during the 1960s. This book tells the stories of people who traded their city apartments for trailers, old cabins, or brick houses built along southern back roads. Some were pushed, rather than drawn back, by rootlessness, joblessness, and urban decay. Others, made stronger by the uncompromising demands of city life, came home determined to apply the hard lessons they had learned up North to build new lives in the South. Children were often sent home first, either to be cared for by grandparents or to help care for them. This book illustrates the hardships of starting over, of poverty, and of rural life, but it also relates the story of success, of how people determined to build communities helped to establish the rights of Blacks to participate as full citizens in the South. Stories in the early chapters tell of returning home as a personal and family experience. Stories in the final chapters tell of returning as a process of reclaiming a homeplace while responding to social and political challenges, such as community action to provide day care and youth programs. Contains of suggested readings and an index. (LP)

suggests that Catholic schools build on their tradition of Gospel values to explore opportunities for incorporating cultural diversity in their schools. Appendices include suggestions for professional development and faculty inservice workshops that use focus questions to promote reflection on cultural diversity, 43 additional resources for educators interested in cultural diversity, and 36 Internet addresses concerning cultural diversity. Contains endnotes and 116 references. (TD)

thΛnk crΛ∷ΛcallQ bQ enc ¥ragΛng q¥e⁑∷Λ nΛng, hQp ∷he⁑ΛΛΛng, b⁑er Λng, verΛfQΛng, re⁑earchΛng, ree¤amΛnΛng, e¤perΛmen∷Λng, defendΛng, e¤pl rΛng, and dΛ⁑c¥⁑⁑Λng. C n∷aΛn⁑ 21 reference⁑. (JRH)

ED 409 178 SE 060 331

P p¥la∷Λ n Ed¥ca∷Λ n Acce⁑⁑Λ n⁑ LΛ⁑∷, Sep∷ember-December 1996.
PUB DATE- 97
NOTE- 88p.
LANGUAGE- EnglΛ⁑h
EDRS PrΛce- MF01/PC04 Pl¥⁑ P ⁑∷age.
PUB TYPE- Reference Ma∷erΛal⁑ - BΛblΛ graphΛe⁑ (131)
DESCRIPTORS- Ed¥ca∷Λ nal Re⁑ ¥rce⁑; Elemen∷arQ Sec ndarQ Ed¥ca∷Λ n; F reΛgn C ¥n∷rΛe⁑; HΛgher Ed¥ca∷Λ n; *In∷erdΛ⁑cΛplΛnarQ Appr ach; *P p¥la∷Λ n Ed¥ca∷Λ n

ThΛ⁑ i⁑⁑¥e f the P p¥la∷Λ n Ed¥ca∷Λ n Acce⁑⁑Λ n⁑ LΛ⁑∷ i⁑ an ¥∷p¥∷ fr m UnΛ∷ed Na∷Λ n'⁑ Ed¥ca∷Λ nal S cΛal and C¥l∷¥ral OrganΛΛa∷Λ n'⁑ (UNESCO) c mp¥∷erΛΛed bΛblΛ graphΛc da∷aba⁑e. I∷ ca∷eg rΛΛe⁑ en∷rΛe⁑ in∷ three par∷⁑. Par∷ I, P p¥la∷Λ n Ed¥ca∷Λ n, c n∷aΛn⁑ f tΛ∷le⁑ tha∷ addre⁑⁑ varΛ ¥⁑ a⁑pec∷⁑ f p p¥la∷Λ n ed¥ca∷Λ n arranged bQ c ¥n∷rQ in the fΛr⁑∷ sec∷Λ n and general ma∷erΛal⁑ in the sec nd sec∷Λ n. Par∷ II, Kn ledge Ba⁑e Inf rma∷Λ n, c n∷aΛn⁑ f tΛ∷le⁑ rela∷ed t the dΛfferen∷ m¥l∷ΛdΛ⁑cΛplΛnarQ a⁑pec∷⁑ f p p¥la∷Λ n ed¥ca∷Λ n. The⁑e en∷rΛe⁑ are gr ¥ped in∷ sec∷Λ n⁑ f the f ll Λng m¥l∷ΛdΛ⁑cΛplΛnarQ t pΛc⁑: (1) D c¥men∷a∷Λ n; (2) Ed¥ca∷Λ n; (3) En Λr nmen∷; (4) Fer∷ΛlΛ∷Q and FamΛlQ PlannΛng; (5) Heal∷h and N¥∷rΛ∷Λ n; (6) Inf rma∷Λ n and C mm¥nΛca∷Λ n; (7) MΛgra∷Λ n, UrbanΛΛa∷Λ n, and H¥man Se∷∷lemen∷; (8) P p¥la∷Λ n P lΛcQ and Trend⁑; (9) S cΛ ec n mΛc Fac∷ r⁑ and C ndΛ∷Λ n⁑; and (10) W men. Par∷ III, AppendΛce⁑, c n∷aΛn⁑ f a lΛ⁑∷ f p¥blΛ⁑her⁑ and s ¥rce⁑ and indΛcΛe⁑. (JRH)

S∷Ꝟden∷ A∷∷Λ∷Ꝟde∷

ThΛ∷ s∷ꝞdQ aΛm∷ t c n∷rΛbꝞ∷e t the e¤Λ∷∷Λng re∷earch e¤pl rΛng dΛfference∷ in ma∷hema∷Λc∷ achΛe emen∷ a∷ the p ∷∷∷ec ndarQ le el be∷ een male∷ and female∷ and mΛn rΛ∷Λe∷ and n n-mΛn rΛ∷Λe∷. ThΛ∷ rep r∷ e¤pl re∷ and e¤pand∷ up n re∷earch tha∷ d cꝞmen∷∷ b ∷h c gnΛ∷Λ e and n n-c gnΛ∷Λ e fac∷ r∷ hΛch facΛlΛ∷a∷e r hΛnder ma∷hema∷Λc∷ achΛe emen∷. The sample hΛch ser e∷ a∷ the da∷a f r thΛ∷ s∷ꝞdQ i∷ derΛ ed fr m the Na∷Λ nal Cen∷er n P ∷∷∷ec ndarQ LearnΛng and A∷∷e∷∷men∷ (NCPLA). InΛ∷Λal s∷a∷Λ∷∷Λcal pr cedꝞre∷ inclꝞded te∷∷Λng all varΛable∷ f in∷ere∷∷ f r n rmalΛ∷Q, fac∷ r analQ∷Λ∷ t i∷ la∷e and iden∷ΛfQ appr prΛa∷e scale∷, sꝞb∷eqꝞen∷ te∷∷∷ f r c n∷∷rꝞc∷ relΛabΛlΛ∷Q, and te∷∷∷ f r in∷erac∷Λ n∷ bQ gender, e∷hnΛcΛ∷Q, and remedΛal/n n-remedΛal ma∷hema∷Λc∷ placemen∷. The analQ∷Λ∷ indΛca∷e∷ tha∷ n n-remedΛal s∷Ꝟden∷∷ in thΛ∷ sample ha e paren∷∷ Λ∷h a hΛgher edꝞca∷Λ n, c me fr m famΛlΛe∷ Λ∷h a hΛgher t ∷al inc me, receΛ ed m re enc Ꝟragemen∷ t pꝞr∷Ꝟe hΛgher edꝞca∷Λ n, and rep r∷ed spendΛng m re tΛme s∷ꝞdQΛng in hΛgh sch l. C n∷aΛn∷ 48 reference∷. (DDR) theΛr rΛgh⁙⁙ a⁙ men and a⁙ cΛ⁙ΛΛen⁙ f Banglade⁙h in the pʬblΛc and p lΛ⁙Λcal sphere⁙. Chap⁙er 1 c er⁙ the s cΛal/p lΛ⁙Λcal/ec n mΛc pr blem⁙ and p ⁙Λ⁙Λ n f men in Banglade⁙h. H the la , mΛ⁙ʬ⁙e f relΛgΛ n, and Fa⁙ abaΛΛ (⁙erm n-gΛ er⁙) deprΛ e men f theΛr hʬman rΛgh⁙⁙ i⁙ the t pΛc f chap⁙er 2. In chap⁙er 3, men'⁙ rΛgh⁙⁙ in the C n⁙⁙Λ⁙ʬ⁙Λ n and UnΛ⁙ed Na⁙Λ n⁙ C nference n ElΛmΛna⁙Λ n f All F rm⁙ f DΛ⁙crΛmΛna⁙Λ n agaΛn⁙⁙ W men (UNCEDAW) are e¤pl red. The sʬbjec⁙ f chap⁙er 4 i⁙ men'⁙ rΛgh⁙⁙ in p lΛ⁙Λcal and pʬblΛc lΛfe. All chap⁙er⁙ fea⁙ʬre ac⁙Λ Λ⁙Λe⁙ and qʬe⁙⁙Λ n⁙ t s⁙Λmʬla⁙e learnΛng and dΛ⁙cʬ⁙⁙Λ n. A c nclʬdΛng sec⁙Λ n sʬgge⁙⁙⁙ a s⁙rʬc⁙ʬre and tΛme frame f r rk⁙h p ac⁙Λ Λ⁙Λe⁙. (LAP)

ED 409 223 SO 027 024

J lΛ⁙, CΛlla Unger⁙h, Ed.
A Ne Appr ach: The CaΛr C nference. F cʬ⁙: Edʬca⁙Λ n, P pʬla⁙Λ n, and De el pmen⁙.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- EnglΛ⁙h
EDRS PrΛce- MF01/PC01 Plʬ⁙ P ⁙⁙age.
PUB TYPE- C llec⁙ed W rk⁙ - SerΛal⁙ (022),Rep r⁙⁙ - De⁙crΛp⁙Λ e (Pr gram/Pr jec⁙ De⁙crΛp⁙Λ n⁙) (141)
DESCRIPTORS- Ba⁙Λc SkΛll⁙; *C mpara⁙Λ e Edʬca⁙Λ n; *De el pΛng Na⁙Λ n⁙; *De el pmen⁙; Edʬca⁙Λ nal De el pmen⁙; Elemen⁙arQ Sec ndarQ Edʬca⁙Λ n; F reΛgn C ʬn⁙rΛe⁙; Fʬnc⁙Λ nal LΛ⁙eracQ; Gl bal Edʬca⁙Λ n; Hʬman Re⁙ ʬrce⁙; In⁙erna⁙Λ nal C pera⁙Λ n; *LΛ⁙eracQ; Ma⁙⁙ MedΛa; *N nf rmal Edʬca⁙Λ n; *W men⁙ S⁙ʬdΛe⁙
IDENTIFIERS- W rld C nference n Edʬca⁙Λ n f r All

ThΛ⁙ bʬlle⁙Λn pr Λde⁙ ne⁙⁙ n the f ll -ʬp t the W rld C nference n Edʬca⁙Λ n f r All (J m⁙Λen, ThaΛland, 1990) a⁙ hΛch 155 c ʬn⁙rΛe⁙ pledged t pr Λde edʬca⁙Λ n f r all chΛldren and adʬl⁙⁙ and ma⁙⁙Λ elQ redʬce illΛ⁙eracQ bef re the Qear 2000. ThΛ⁙ bʬlle⁙Λn f cʬ⁙e⁙ n the Sep⁙ember 1994 CaΛr (EgQp⁙) P pʬla⁙Λ n C nference and the i⁙⁙ʬe⁙ f p pʬla⁙Λ n and de el pmen⁙ hΛch d mΛna⁙ed i⁙. Ar⁙Λcle⁙ inclʬde: (1) "P pʬla⁙Λ n and De el pmen⁙: A Neñ Appr ach" (NafΛ⁙ SadΛk); (2) "The CaΛr P pʬla⁙Λ n C nference: A W men'⁙ Agenda"; (3) "P pʬla⁙Λ n Edʬca⁙Λ n C me⁙ f Age"; (4) "SpecΛal Need⁙ Edʬca⁙Λ n: C nference End r⁙e⁙ Inclʬ⁙Λ e Sch l⁙"; (5) "Arab MΛnΛ⁙⁙er⁙ Empha⁙ΛΛe C pera⁙Λ n"; and (6) "Mʬbarak SΛgn⁙ DelhΛ Declara⁙Λ n". O⁙her sec⁙Λ n⁙ inclʬde⁙ ne ⁙ brΛef⁙, b k n ⁙e⁙, and a calendar f mee⁙Λng⁙. (EH)

Coeducation; Educational Quality; Elementary Secondary Education; *Equal Education; Mathematics Instruction; Science Instruction; *Sex Bias; *Sex Fairness; Womens Education

This pamphlet offers tips and strategies from teachers who are successful in encouraging both girls and boys to participate in the classroom. Although successful teachers are all different, each classroom has the following things in common: (1) the classroom environment is respectful of students and teachers; (2) all students participate in class; and (3) the classroom incorporate multiple modes of learning. Sections of the pamphlet include: (1) "Teachers' Tips and Strategies"; (2) "From Harassment to Respect: Changing Classroom Climates"; (3) "We're All in This Together: Improving Classroom Interaction"; and (4) "Motivation, Fun, and Hard Work: Increasing Academic Success." A 9-item reference and sources section concludes the pamphlet. (EH)

ED 409 249 SO 027 439

Campbell, Patricia B.; Storo, Jennifer N.
Whose Responsibility Is It? The Role of Administrators and Counselors. Math and Science for the Coed Classroom.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 96
NOTE- 9p.; For related documents, see SO 027 437-440.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; *Administrator Role; Coeducation; Counselor Attitudes; *Counselor Role; Educational Quality; Elementary Secondary Education; *Equal Education; *Females; Mathematics Instruction; Science Instruction; *Sex Fairness; Womens Education

The National Science Foundation found that fewer female and male students are going into math- and science-related college majors, including engineering. This pamphlet offers tips and strategies for counselors and school administrators to assess how females participate in math and science courses in their schools. Sections of the pamphlet include: (1) "Is There a Problem Nationally?"; (2) "Is There a Problem in Your School?"; (3) "Scheduling: The Secret Weapon"; (4) "The Counselor's Role: 'Just Do It'"; (5) "School Climate: What's the Problem?"; (6) "Creating a Good School Climate"; and (7) "Creating Change: Some Things to Think About." A 5-item reference and sources section concludes the pamphlet. (EH) in∷∷rꝞc∷Λ n (ITI). A sꝞr eQ a∷ de el ped t iden∷ΛfQ member charac∷erΛ∷∷Λc∷, ha∷ ser Λce∷ ere lΛked and u∷ed m ∷∷, and ha∷ ser Λce∷ ere de∷Λred. AnalQ∷Λ∷ f 59 c mple∷ed sꝞr eQ∷ (Ꝟ∷ f 250 lΛ∷∷∷er sꝞb∷crΛber∷) indΛca∷ed re∷p nden∷∷ inclꝞded edꝞca∷ r∷ in 29 ∷a∷e∷ and 3 f reΛgn c Ꝟn∷rΛe∷ Λ∷h the maj rΛ∷Q (56 percen∷) beΛng teacher∷. On a general le el, the re∷Ꝟl∷∷ sꝞpp r∷ed the inclꝞ∷Λ n f cQber∷pace in the c ncep∷ f pr fe∷∷Λ nal c mmꝞnΛ∷Q. M ∷∷ re∷p nden∷∷ ere l cal edꝞca∷Λ n agencQ ∷∷aff h rep r∷ed theQ ere sa∷Λ∷fΛed Λ∷h the lΛ∷∷∷er ser Λce∷ and u∷ed i∷ freqꝞen∷lQ. Re∷p nden∷∷ al∷ indΛca∷ed ∷∷r ng in∷ere∷∷ in nlΛne edꝞca∷Λ n in ITI and the prac∷Λcal a∷pec∷∷ f cꝞrrΛcꝞlꝞm in∷egra∷Λ n. The sꝞr eQ i∷ appended. (JLS)

ED 409 270   SP 037 369

T Λfel, R nald C.
A Re∷earch W rkb k f r EdꝞca∷Λ n S∷Ꝟden∷∷.
PUB DATE- Apr 97
NOTE- 42p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC02 PlꝞ∷ P ∷∷age.
PUB TYPE- GꝞΛde∷/Me∷h d∷/TechnΛqꝞe∷ (F r Prac∷Λ∷Λ ner∷) - Cla∷∷r m U∷e - In∷∷rꝞc∷Λ nal Ma∷erΛal∷ (F r Learner∷) (051)
DESCRIPTORS- C llege LΛbrarΛe∷; HΛgher EdꝞca∷Λ n; *Independen∷ S∷ꝞdQ; LΛbrarQ In∷∷rꝞc∷Λ n; LΛbrarQ SkΛll∷; Pre∷er Λce Teacher EdꝞca∷Λ n; *Re∷earch SkΛll∷; Search S∷ra∷egΛe∷; W rkb k∷

ThΛ∷   rkb k i∷ in∷ended t teach edꝞca∷Λ n s∷Ꝟden∷∷ inf rma∷Λ n ab Ꝟ∷ ba∷Λc lΛbrarQ re∷ Ꝟrce∷ and inf rma∷Λ n ga∷herΛng technΛqꝞe∷ tha∷ are imp r∷an∷ in c ndꝞc∷Λng edꝞca∷Λ nal re∷earch r rΛ∷Λng a re∷earch paper. M ∷∷ chap∷er∷ are in the f rm f a∷∷Λgnmen∷∷ hΛch reqꝞΛre s∷Ꝟden∷∷ t u∷e the reference ma∷erΛal∷ f r a specΛfΛc pꝞrp ∷e. Chap∷er 1 pr Λde∷ an ann ∷a∷ed lΛ∷∷ f sΛ¤ gꝞΛde∷ t re∷earch me∷h d∷ in edꝞca∷Λ n. Chap∷er 2 brΛeflQ dΛ∷cꝞ∷∷e∷ the pr ce∷∷ f selec∷Λng and iden∷ΛfQΛng a t pΛc. Chap∷er 3 de∷crΛbe∷ f Ꝟr gꝞΛde∷ t cꝞrren∷ reference s Ꝟrce∷. Chap∷er 4 pr Λde∷ an ann ∷a∷ed gꝞΛde t f Ꝟr sꝞbjec∷ encQcl pedΛa∷ and dΛc∷Λ narΛe∷ in the fΛeld f edꝞca∷Λ n. Chap∷er 5 i∷ a gꝞΛde t sΛ¤ handb k∷ and Qearb k∷ in edꝞca∷Λ n. Chap∷er 6 in∷r dꝞce∷ the u∷e f sΛ¤ bΛblΛ graphΛe∷ f bΛblΛ graphΛe∷. Chap∷er 7 e¤plaΛn∷ the u∷e f 10 inde¤e∷ and ab∷∷rac∷∷. Chap∷er 8 e¤plaΛn∷ h t fΛnd rele an∷ Federal g ernmen∷ pꝞblΛca∷Λ n∷. Chap∷er 9 de∷crΛbe∷ fΛ e dΛrec∷ rΛe∷ f rganΛΛa∷Λ n∷ and leader∷ in edꝞca∷Λ n. Chap∷er 10 lΛ∷∷∷ sΛ¤ s∷a∷Λ∷∷Λcal s Ꝟrce∷, m ∷∷ specΛfΛc t edꝞca∷Λ n. Chap∷er 11 i∷ an er Λeñ f nlΛne inf rma∷Λ n s Ꝟrce∷ inclꝞdΛng ERIC (EdꝞca∷Λ nal Re∷ Ꝟrce∷ Inf rma∷Λ n Cen∷er) and the In∷erne∷. Chap∷er 12 dΛ∷cꝞ∷∷e∷ perΛ dΛcal∷ and ne ∷paper∷. (JLS) the subject matter, the courses they were teaching, students in the class, and their individual approaches to transforming content knowledge. Findings suggest that a better understanding of these factors and the role they play in shaping curriculum would help teachers understand what they chose to teach, why they do it, and how it affects student education. Teacher education programs need to emphasize moral, social, political, and cultural dimensions of education. Teacher educators must provide prospective teachers with the skills and knowledge necessary to uncover the values embedded in pedagogical content knowledge. Since community and class background are such major influences in the classroom, it is important that teachers have a firm grasp on the socio-cultural factors in teaching and learning. (Contains 50 references.) (LH)

ED 409 289 SP 037 412

Talbot, Gilles L.
Can Self-Regulated Learning Be Taught to College Students
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Style; *College Instruction; *College Students; Foreign Countries; Higher Education; Learning Strategies; Metacognition; *Student Motivation; *Teacher Role; Undergraduate Students
IDENTIFIERS- Quebec; *Self Regulated Learning

The question of how teachers can mediate self-regulated learning in college students is discussed. For the purposes of this study, self-regulated learning is defined as the ongoing process in which the learner makes sense of the learning task, creates goals and strategies, and implements actions designed to meet goals for the given learning context. Learning oriented students see faulty performances as an indication that learning strategies need improvement, while performance oriented students see faulty performance as proof of their inadequacies. Convincing learning oriented students to improve their self-regulated learning is fairly easy. Performance oriented students may actually avoid such feedback from teachers. Increasing student motivation lies in eliciting responses about behaviors and helping students to think through the strategies involved. Challenging students to find within themselves the energy to improve by themselves not only assists them by teaching self-regulated learning, it offers them the tools to become educated, responsible adults. A practical guide, "Four Steps to Working Smarter, not Harder," is appended. (Contains 24 references.) (LH) p r::f lΛ :: are e::::en::Λal t edӃca:: r::' pr fe::::Λ nal de el pmen::, Ӄ::lΛne:: a pr fe::::Λ nal de el pmen:: plan, de::crΛbe:: tQpe:: f pr fe::::Λ nal p r::f lΛ :: (pre::er Λce, career, and ac::Λ n re::earch), and pr fe::::Λ nal de el pmen:: p r::f lΛ :: (::he inf rmal track, the f rmal track, and the s::andard:: track). IndΛ ΛdӃal chap::er::, inclӃdΛng e¤ample:: and sample f rm::, f cӃ:: n: (1) the phΛl :: phQ f pr fe::::Λ nal gr ::h f r teacher::; (2) the pr fe::::Λ nal de el pmen:: pr ce::::; (3) the re:: Ӄrce:: re Λeñ; (4) da::a c lleo::Λ n; (5) the c llab ra::Λ e pr ce::::; (6) seleo::Λ n and rganΛΛa::Λ n; (7) the refleo::Λ e prao::Λ::Λ ner::; (8) teacher e alӃa::Λ n; (9) c nference:: and e¤hΛbΛ::Λ n::. A sample p r::f lΛ i:: pr Λded in the appendΛ¤. (C n::aΛn:: 95 reference::.) (ND)

ED 409 309 SP 037 441

Th ma::, S::ephen
Ge::::Λng the Bear ff the Table: ReachΛng and TeachΛng the P ::::m dern S::Ӄden::.
PUB DATE- MaQ 95
NOTE- 38p.; Paper pre::en::ed a:: the KlΛngen::::eΛn SemΛnar (Ne Y rk, NY, MaQ, 1995).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 PlӃ:: P ::::age.
PUB TYPE- OpΛnΛ n::/Per:: nal VΛeñp Λn::::/P ::Λ::Λ n Paper::/E::::aQ:: (120),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *CӃl::Ӄral InflӃence::; CӃl::Ӄre; *EdӃca::Λ nal En Λr nmen::; *HΛdden CӃrrΛcӃlӃm; HΛgh Sch l S::Ӄden::::; HΛgh Sch l::; IndΛ ΛdӃal De el pmen::; Sec ndarQ Sch l Teacher::; S cΛal InflӃence::; S::Ӄden:: A::::Λ::Ӄde::; *S::Ӄden:: Charac::erΛ::::Λc::; *S::Ӄden:: E¤perΛence; Teacher A::::Λ::Ӄde::; Teacher EdӃca::Λ n; *Teacher S::Ӄden:: Rela::Λ n::hΛp
IDENTIFIERS- *P ::::m dernΛ::m

The "bear" sΛ::::Λng in the mΛddle f the cla::::r m, n the semΛnar table, r pr lΛng ar Ӄnd the edge:: f a dΛ::cӃ::::Λ n gr Ӄp arΛ::e:: fr m the sӃb::e:::: tha:: i:: crea::ed hene er teacher:: and s::Ӄden:::: in::erao:: Λ::h a cӃrrΛcӃlӃm, le:::: n, r t pΛc. The sΛ::Ӄa::Λ n in the p ::::m dern cla::::r m ha:: been de::::abΛlΛΛed bQ the unpreceden::ed in::rӃ::Λ n in:: the sch l en Λr nmen:: f s cΛe::al i::::Ӄe:: tha:: are increa::ΛnglQ c mple¤ and f::en c n::radΛc:: rQ. Teacher:: are n l nger v Λce:: f unqӃe::::Λ ned aӃ::h rΛ::Q in s::Ӄden:: lΛ e::. There i:: the rec gnΛ::Λ n n b ::h sΛde:: f the edӃca::Λ n eqӃa::Λ n tha:: the teacher/::::Ӄden:: rela::Λ n::hΛp ha:: bec me p larΛΛed and p lΛ::ΛcΛΛed. ThΛ:: paper e¤amΛne:: the t sΛde:: f the eqӃa::Λ n: learner and teacher. Each sec::Λ n f the paper i:: cen::ered n a par::ΛcӃlar te:::: tha:: illӃ::::ra::e:: s me f the i::::Ӄe:: per::Λnen:: t the t pΛc. The paper begΛn:: bQ defΛnΛng the "p ::::m dern" s::Ӄden::, then e¤amΛne:: the per::pec::Λ e:: f b ::h the::e s::Ӄden:::: and theΛr teacher::. I:: c n::ΛnӃe:: Λ::h a dΛ::cӃ::::Λ n f aQ:: in hΛch the p ::::m dern s::Ӄden:: mΛgh:: be taӃgh::, and c nclӃde:: Λ::h th Ӄgh:::: rela::Λng t teacher edӃca::Λ n, and s::ep:: t ard:: a ne vΛ::Λ n f sch l:: and edӃca::Λ n. (C n::aΛn:: 29 reference::.) (ND) significant changes in pre- and post-intervention scores, although a positive change appeared in social reasoning and a negative change in cooperative behavior. Classroom behavior scores were lower after the intervention, perhaps because the classroom teacher maintained a traditional classroom. Peer ratings did not suggest that students changed their social status as a consequence of the intervention. The intervention did provide the students with behavior problems some opportunities for empowerment, but they were not always able to put this empowerment to use socially. The cooperative activities enhanced social skills, but simply learning the skills was not enough to guarantee social success. (Contains 1 table, 7 figures, and 32 references.) (SLD) relative measurement error associated with rater and scale facets. Separate partially nested designs (persons:form x rater) were used to estimate variance associated with the forms facet. Results indicate that for both the Spanish and French examination data, universe score or person variance represented the largest single component of the total observed variance while the magnitude of the variance components estimated for facets associated with measurement error are small. The overall quality of these data for use in decisions as assessed by estimates of the index of dependability or phi coefficients was high. An appendix contains equations for the theoretical sampling variance of variance components. (Contains 14 tables and 5 references.) (Author/SLD)

DOCUMENT RESUME
ED 408 416

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FROM:ED 409 346
TO:ED 409 419

0003

ED 409 346 TM 026 829

Swaak, Janine; And Others

Simulation Based Discovery Environments and Acquisition, the Features, and Assessment of Intuitive Knowledge.

PUB DATE- 28 Mar 97

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; *Discovery Learning; *Educational Assessment; Evaluation Methods; Foreign Countries; Higher Education; *Intuition; *Simulation; *Test Construction; Test Items; Test Use; Test Validity

IDENTIFIERS- *Knowledge Acquisition

A study was conducted to develop a test that is able to capture knowledge of an intuitive nature, such as that acquired through discovery learning. The proposed test format is called the "what-if test." Test items in this format consist of the presentation of a situation. A change in the situation is introduced, and learners have to select as quickly as possible, from a number of predefined situations, the resulting situation. Performance of students is measured in terms of correctness and latency data. For validation purposes, performance on the what-if test is related to scores on a definitional knowledge test and several aspects of interaction with the discovery environment. This paper presents three main characteristics of simulation-based discovery environments (richness, low transparency, and interaction) and explains how they relate to the acquisition and features of intuitive knowledge. Three empirical studies in which a first validation has been performed are reported. These were investigations of learning through simulation about: (1) elastic collisions by 46 college students; (2) one-dimensional oscillatory motion by 28 college students; and (3) electrical circuits by 41 subjects. An overall conclusion is that tests constructed with what-if items were able to tap an improvement in learning. The approach seems promising for new types of knowledge tests in relation to new types of technology-supported learning. (Contains 4 figures, 6 tables, and 21 references.) (SLD)

ED 409 347 TM 026 830

Triska, Olive H.; And Others

Clinicians' Explanations of Students' Reasoning while Solving Multiple-Choice Items.

PUB DATE- 26 Mar 97

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Distractors (Tests); Higher Education; *Medical Education; Multiple Choice Tests; *Physicians; *Problem Solving; Protocol Analysis; *Student Attitudes; Test Construction; Thinking Skills

A study was conducted to determine whether competently reasoning clinicians (clinical instructors in medical instruction) could

ED 409 365 TM 026 903

Kwak, Nohoon; And Others
An Unsigned Mantel-Haenszel Statistic for Detecting Uniform and Nonuniform DIF.
PUB DATE- 27 Mar 97
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; Identification; *Item Bias; *Test Items
IDENTIFIERS- *Mantel Haenszel Procedure; Mean (Statistics)

This paper introduces a new method for detecting differential item functioning (DIF), the unsigned Mantel-Haenszel (UMH) statistic, and compares this method with two other chi-square methods, the Mantel-Haenszel (MH) and the absolute mean deviation (AMD) statistics, in terms of power and agreement between expected and actual false positive rates. Three hundred datasets included items with uniform DIF; another 300 datasets included items with nonuniform DIF; and the other 300 datasets included items with both uniform and nonuniform DIF. All methods produced higher false positive rates than the the theoretically expected false positive rates after application of a purification procedure. The second step of the purification procedure produced more false positives for the MH and UMH methods than the first step, but it reduced false positives for the AMD method. The two-step purification procedure also reduced power in most conditions for all three methods. (Contains 11 tables and 30 references.) (SLD)

ED 409 366 TM 026 904

Schnipke, Deborah L.; Reese, Lynda M.
A Comparison of Testlet-Based Test Designs for Computerized Adaptive Testing.
PUB DATE- Mar 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Adaptive Testing; Algorithms; Comparative Analysis; *Computer Assisted Testing; Difficulty Level; *Estimation (Mathematics); Psychometrics; *Scoring; Simulation; *Test Construction; Testing Problems
IDENTIFIERS- *Testlets; *Two Stage Testing

Two-stage and multistage test designs provide a way for roughly adapting item difficulty to test-taker ability. All test takers take a parallel stage-one test, and, based on their scores, they are routed to tests of different difficulty levels in subsequent stages. These designs provide some of the benefits of standard computerized adaptive testing (CAT), such as increased precision of ability estimates over a paper-and-pencil test design. The item selection and scoring algorithms in two-stage and multistage designs may also be easier for test takers and test score users to understand--an important feature for gaining public acceptance of new test designs. This study incorporates testlets (bundles of items) into two-stage and

ED 409 384 UD 031 774

Bowman, Sharon L.; And Others
African American or Female: How Do We Identify Ourselves?
PUB DATE- Aug 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Black Colleges; *Black Students; *College Students; *Females; Feminism; Higher Education; *Racial Identification; *Self Concept; Sex Bias; *Sex Discrimination; Sex Role; Student Attitudes
IDENTIFIERS- *African Americans

African American female college students attending either a predominantly African American or predominantly White coed institution were surveyed about their racial identity levels, sex role attitude levels, and perceptions of racism and sexism in a school-related vignette. There were 95 participants from the predominantly African American midwestern university, and 90 from the predominantly midwestern university A small sample of men was also surveyed. It was expected that women at the predominantly African American school would be more likely to perceive sex bias, while those at the predominantly white school would perceive race bias. The results indicate that women at the white school did perceive more race bias, but those at the African American school perceived both types of bias. Women at the two types of institution did not differ in levels of feminist attitudes, but those at the predominantly African American school seemed to pay more attention to sexual discrimination. Comparison with the small sample of men shows that women have higher feminism scores and lower immersion (a measure of a pro-African American, anti-white attitude) scores than their male counterparts. Implications and limitations are discussed. (Contains tables.) (Author/SLD)

ED 409 385 UD 031 775

Girls Programming in New York City. A Summary Report.
PUB DATE- 97
NOTE- 11p.; Funded by the New York Women's Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Welfare; Demography; *Females; Health; Private Sector; Program Descriptions; Program Development; Program Effectiveness; Public Agencies; Socioeconomic Status; Surveys; *Urban Youth; *Youth Programs
IDENTIFIERS- *New York (New York)

This summary report describes the findings of a study undertaken in 1995 by the Academy for Educational Development, a nonprofit educational evaluation and research organization for the New York Women's Foundation. The major purposes of the study were to document the status of girls aged 9 to 15 in New York City, identify exemplary programs for the age group, and make recommendations to the Foundation regarding programming for girls. Data analysis of basic indicators of demographic and socioeconomic status, health and welfare, education, and juvenile justice provided a general description of the health and welfare of girls in the city. A survey was mailed to 560 be a residential educational program for students in grades 7 through 12. Those families are eligible for Aid to Families with Dependent Children or food stamps or that meet Federal poverty guidelines. A board would be established to regulate the program and place students. Appendixes present the Resolution and the proposed legislation. (Contains four tables.) (SLD)

ED 409 404 UD 031 794

Sturiale, Jennifer
Poverty and Income Trends: 1995.
PUB DATE- Mar 97
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010), Numerical/Quantitative Data (110)
DESCRIPTORS- *Economic Factors; *Educational Attainment; Ethnic Groups; Family Structure; *Income; Inner City; *Poverty; *Racial Differences; Social Change; Tables (Data); *Trend Analysis; Urban Areas

The tables in this compilation provide information about poverty and income trends in 1995. In some cases, trend data are available back to the 1950s. The first section of tables, "Poverty Trends," focuses on poverty thresholds and poverty among children. Some tables present information on poverty by ethnic group, and others present information about urban and nonurban poverty. In 1959, 18.3% of the population of the central cities was estimated as "in poverty," and in 1995, this figure was 20.6%. However, in "nonmetro" areas, 33.2% of the population was considered poor in 1959, and that figure dropped to 15.6% in 1995. A second set of tables provides information about the depth of poverty, with details about the aggregate poverty gap by racial and Hispanic origins of the householder. A section on "Income Trends and Distribution" presents information about income by race and Hispanic origin and for family structure. In the section on "The Working Poor," the various income tables include one on the relationship between poverty and level of education for householders aged at least 25 years. In 1995, only 4.8% of those with at least 1 year of college were "poor," but 24.1% of those who did not complete high school were counted among the poor. A final section presents statistics on the health insurance coverage of employed people and those covered by Medicaid. (Contains 61 tables.) (SLD)

ED 409 405 UD 031 795

Arons, Stephen
Short Route to Chaos. Conscience, Community, and the Re-Constitution of American Schooling.
PUB DATE- 97
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Involvement; Democracy; *Educational Change; *Elementary Secondary Education; *Federal Legislation; Futures (of Society); *Government Role; Ideology; Standards; Teacher Role
IDENTIFIERS- Conscience; *Goals 2000; Reform Efforts

Goals 2000 was developed in the face of a barrage of criticism of the public schools by people with the best of intentions and with great hopes for the future of American education. The effects of the Goals 2000: Educate America Act cannot match its iden∷ΛfQ rea∷ n∷ c mpe∷en∷lQ rea∷ nΛng s∷¼den∷∷ ¼ld elΛmΛna∷e dΛ∷∷rac∷ r∷, and e¤plaΛn h Ñ s∷¼den∷∷ ¼ld rea∷ n t selec∷ the keQed re∷p n∷e hen s l Λng m¼l∷Λple-ch Λce i∷em∷. The thΛnk-al ¼d pr ∷ c l∷ f clΛnΛcΛan∷ (∷he n¼mber varQΛng fr m 5 t 11) f r 4 m¼l∷Λple-ch Λce i∷em∷ ere analQΛed bQ ca∷eg rΛΛΛng and c dΛng the clΛnΛcΛan∷' e¤plana∷Λ n∷ and then c mparΛng them t the j¼∷∷ΛfΛca∷Λ n∷ f s∷¼den∷∷ (arQΛng fr m 18 t 32). Re∷¼l∷∷ sh   tha∷ e¤per∷ clΛnΛcΛan∷ ere m re s¼cce∷∷f¼l in iden∷ΛfQΛng the s∷¼den∷∷' j¼∷∷ΛfΛca∷Λ n∷ f r elΛmΛna∷Λng dΛ∷∷rac∷ r∷ than ere n Λce clΛnΛcΛan∷, and n Λce clΛnΛcΛan∷ ere m re s¼cce∷∷f¼l than e¤per∷ clΛnΛcΛan∷ in e¤plaΛnΛng h   s∷¼den∷∷ rea∷ ned t selec∷ the keQed re∷p n∷e. The∷e re∷¼l∷∷ s¼gge∷∷ tha∷ the e¤per∷ and n Λce clΛnΛcΛan∷' decΛ∷Λ n∷ c mplemen∷ed each ∷her in iden∷ΛfQΛng the dΛ∷∷rac∷ r elΛmΛna∷Λ n and percep∷Λ n∷ f h   s∷¼den∷∷ s l ed i∷em∷. (C n∷aΛn∷ eΛgh∷ table∷ and eΛgh∷ reference∷.) (A¼∷h r/SLD)

ED 409 348 TM 026 845

Wang, Y. La rence; J hn∷∷ ne, WhΛ∷c mb
E al¼a∷Λ n f Pre-FΛr∷∷ Grade.
PUB DATE- Mar 97
NOTE- 37p.; Paper pre∷en∷ed a∷ the Ann¼al Mee∷Λng f the AmerΛcan Ed¼ca∷Λ nal Re∷earch A∷∷ cΛa∷Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- PΛ∷h
EDRS PrΛce- MF01/PC02 Pl¼∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - Re∷earch/TechnΛcal (143),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- AcademΛc AchΛe emen∷; Age DΛfference∷; *De el pmen∷al Pr gram∷; E∷hnΛcΛ∷Q; E al¼a∷Λ n Me∷h d∷; *Grade 1; HΛ∷panΛc AmerΛcan∷; *KΛndergar∷en; PrΛmarQ Ed¼ca∷Λ n; Pr gram E al¼a∷Λ n; *Sch l ReadΛne∷∷; Se¤ DΛfference∷; SpecΛal Ed¼ca∷Λ n; S∷¼den∷ Placemen∷; *S∷¼den∷ Pr m ∷Λ n; *Tran∷Λ∷Λ nal Pr gram∷
IDENTIFIERS- *Ir Λng Independen∷ Sch l DΛ∷∷rΛc∷ TX; Te¤a∷ A∷∷e∷∷men∷ f AcademΛc SkΛll∷

An e al¼a∷Λ n f the de el pmen∷al fΛr∷∷ grade, r pre-fΛr∷∷ grade, pr gram f the Ir Λng Independen∷ Sch l DΛ∷∷rΛc∷ (Te¤a∷) a∷ c nd¼c∷ed thr ¼gh f ¼r s∷¼dΛe∷. S∷¼den∷∷ are placed in the pre-fΛr∷∷ grade a∷ a tran∷Λ∷Λ n be∷Ñeen kΛndergar∷en and fΛr∷∷ grade, tQpΛcallQ n the ba∷Λ∷ f s me a∷∷e∷∷men∷ f ma∷¼rΛ∷Q. The fΛr∷∷ s∷¼dQ e¤amΛned the rela∷Λ n∷hΛp be∷ een s∷¼den∷∷' age, gender, e∷hnΛcΛ∷Q, and pre-fΛr∷∷ placemen∷ in sample∷ f r 4 Qear∷ tha∷ ranged fr m 1,495 t 1,697 s∷¼den∷∷. Y ¼ng age, beΛng male, and beΛng HΛ∷panΛc AmerΛcan ere a∷∷ cΛa∷ed Λ∷h pre-fΛr∷∷ placemen∷. The sec nd s∷¼dQ c mpared lder elemen∷arQ sch l s∷¼den∷∷ (grade∷ 5, 6, and 7) h a∷∷ended pre-fΛr∷∷ grade Λ∷h 107 s∷¼den∷∷ f r h m pre-fΛr∷∷ a∷ rec mmended b¼∷ h dΛd n ∷ a∷∷end. In the thΛrd s∷¼dQ, rec mmended pre-fΛr∷∷ s∷¼den∷∷ and th ∷e h   ere rec mmended and dΛd n ∷ a∷∷end (∷ample∷ f 42 t 157 each Qear) ere c mpared in rela∷Λ n t pr m ∷Λ n and specΛal ed¼ca∷Λ n placemen∷ Λ∷h peer∷ h   ere ne er rec mmended. The f ¼r∷h s∷¼dQ c mpared pre-fΛr∷∷ ref¼∷er∷ Λ∷h s∷¼den∷∷ pr m ∷ed dΛrec∷lQ t the fΛr∷∷ grade. WΛ∷h r Λ∷h ¼∷ par∷ΛcΛpa∷Λ n in pre-fΛr∷∷ grade, rec mmended s∷¼den∷∷ dΛd n ∷ perf rm a∷ ell a∷ theΛr pr m ∷ed peer∷ in term∷ f la∷er re∷en∷Λ n, specΛal ed¼ca∷Λ n placemen∷, r sc re∷ n the Te¤a∷ A∷∷e∷∷men∷ f AcademΛc SkΛll∷. The addΛ∷Λ nal Qear f in∷∷r¼c∷Λ n dΛd n ∷ help pre-fΛr∷∷ s∷¼den∷∷ perf rm be∷∷er in la∷er Qear∷, and m re than the e¤pec∷ed n¼mber f pre-fΛr∷∷ rec mmended s∷¼den∷∷ receΛ ed specΛal ed¼ca∷Λ n placemen∷ in la∷er Qear∷. In fac∷, s∷¼den∷∷ h   ere a∷∷e∷∷ed a∷ unreadQ and accep∷ed the pre-m¥l∷Λ∷∷age de∷Λgn∷, and c mpare∷ the precΛ∷Λ n f the abΛlΛ∷Q e∷∷Λma∷e∷ derΛ ed fr m the∷e de∷Λgn∷ Λ∷h th ∷e derΛ ed fr m a s∷andard CAT de∷Λgn and fr m paper-and-pencΛl te∷∷ de∷Λgn∷. F r the gr ¥p tha∷ a∷ u∷ed t e∷∷ablΛ∷h the c¥∷ ff∷ f r the tñ -s∷age and m¥l∷Λ∷∷age te∷∷le∷ de∷Λgn∷, 50,000 sΛm¥la∷ed te∷∷ taker∷ ere crea∷ed rand mlQ. The gr ¥p f sΛm¥la∷ed te∷∷ taker∷ u∷ed t sΛm¥la∷e all te∷∷ de∷Λgn∷ t ∷aled 25,000. Re∷¥l∷∷ indΛca∷e tha∷ all te∷∷le∷-ba∷ed de∷Λgn∷ re∷¥l∷ed in impr ed precΛ∷Λ n   er the same-leng∷h paper-and-pencΛl te∷∷, and alm ∷∷ a∷ m¥ch precΛ∷Λ n a∷ the paper-and-pencΛl te∷∷ f d ¥ble leng∷h. GΛ en the manQ ∷her (n np∷Qch me∷rΛc) ad an∷age∷ f the∷e de∷Λgn∷, theQ maQ be vΛable p∷Λ n∷ f r c mp¥∷er-admΛnΛ∷∷ered te∷∷∷. (C n∷aΛn∷ sΛ¤ fΛg¥re∷ and nΛne reference∷.) (A¥∷h r/SLD)

ED 409 367   TM 026 907

Lamber∷, RΛchard; And O∷her∷

The Reper∷ rQ GrΛd a∷ a Q¥alΛ∷a∷Λ e In∷er Λe Λng TechnΛq¥e f r U∷e in S¥r eQ De el pmen∷.

SPONS. AGENCY- AdmΛnΛ∷∷ra∷Λ n f r ChΛldren, Y ¥∷h, and FamΛlΛe∷ (DHHS), Wa∷hΛng∷ n, DC.

PUB DATE- Mar 97

NOTE- 17p.; Paper pre∷en∷ed a∷ the Ann¥al Mee∷Λng f the AmerΛcan Ed¥ca∷Λ nal Re∷earch A∷∷ cΛa∷Λ n (ChΛcag , IL, March 24-28, 1997).

LANGUAGE- EnglΛ∷h

EDRS PrΛce- MF01/PC01 Pl¥∷ P ∷∷age.

PUB TYPE- Rep r∷∷ - E al¥a∷Λ e/Fea∷ΛbΛlΛ∷Q (142),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)

DESCRIPTORS- AdmΛnΛ∷∷ra∷ r∷; A∷∷Λ∷¥de∷; *C dΛng; C mpara∷Λ e AnalQ∷Λ∷; *In∷er Λeñ∷; *Mea∷¥remen∷ TechnΛq¥e∷; Paren∷∷; Pre∷ch l Ed¥ca∷Λ n; Pr gram E al¥a∷Λ n; *S¥r eQ∷; Teacher∷

IDENTIFIERS- *Per∷ nal C n∷∷r¥c∷ The rQ; Pr jec∷ Head S∷ar∷; *Reper∷ rQ GrΛd TechnΛq¥e

The Reper∷ rQ GrΛd TechnΛq¥e (RGT) Λ∷ an in∷er Λe Λng and mea∷¥remen∷ s∷ra∷egQ tha∷ rΛgΛna∷ed a∷ a me∷h d l gΛcal c mp nen∷ f the Per∷ nal C n∷∷r¥c∷ The rQ f G. KellQ (1955). Beca¥∷e the RGT f c¥∷e∷ n in∷ernal pr ce∷∷e∷, Λ∷ can enhance a keQ inf rman∷ in∷er Λeñ in tha∷ the c mparΛ∷ n∷ Λ∷ req¥Λre∷ the re∷p nden∷ t make s∷Λm¥la∷e c nnec∷Λ n∷ and ffer in∷Λgh∷∷ tha∷ repre∷en∷ meanΛngf¥l percep∷Λ n∷ and val¥e∷. KellQ'∷ the rQ defΛne∷ per∷ nal c n∷∷r¥c∷∷ a∷ the aQ∷ in hΛch indΛ Λd¥al∷ crea∷e templa∷e∷ r pa∷∷ern∷ in an a∷∷emp∷ t make sen∷e f the realΛ∷Λe∷ f the   rld. The RGT Λ∷ a mea∷¥remen∷ sQ∷∷em de∷Λgned t elΛcΛ∷ the per∷ nal c n∷∷r¥c∷ sQ∷∷em. I∷ Λ∷ u∷ef¥l in s¥r eQ c n∷∷r¥c∷Λ n a∷ the grΛd Λ∷ c n∷∷r¥c∷ed. An applΛca∷Λ n f the RGT appr ach t s¥r eQ de el pmen∷ Λ∷ pre∷en∷ed in the analQ∷Λ∷ f 189 re∷p n∷e∷ f 26 admΛnΛ∷∷ra∷ r∷, teacher∷, and paren∷∷ in an e al¥a∷Λ n f Head S∷ar∷ pr gram∷. NΛne∷Q-f ¥r c de∷ ere e∷∷ablΛ∷hed f r the∷e re∷p n∷e∷, hΛch ere gr ¥ped in t fΛ e d maΛn∷. MakΛng the grΛd Λ∷ a c mple¤ s r∷Λng ta∷k in hΛch elemen∷∷ are j¥dged s¥cce∷∷Λ elQ n a se∷ f bΛp lar c n∷∷r¥c∷∷, s tha∷ the grΛd bec me∷ a m¥l∷ΛdΛmen∷Λ nal   erlaQ f elemen∷∷ n∷ c n∷∷r¥c∷∷. An appendΛ¤ c n∷aΛn∷ the ra∷Λng shee∷ u∷ed f r the grΛd. (C n∷aΛn∷ t   fΛg¥re∷ and sΛ¤ reference∷.) (SLD)

ED 409 368   TM 026 909

Lamber∷, RΛchard G.; C¥rle∷∷e, WΛllΛam L.

The R b¥∷∷ne∷∷ f the S∷andard Err r f S¥mmarΛΛed, C rrec∷ed ValΛdΛ∷Q C effΛcΛen∷∷ t N n-Independence and N n-N rmalΛ∷Q f PrΛmarQ Da∷a.

Q ¥::h-::er Λng agencΛe:: in Ne Y rk CΛ::Q, and 75 ere re::¥rned, f r a re::¥rn ra::e f 13%. In the::e pr gram::, gΛrl:: ere underrepre::en::ed c mpared t b Q::. WhΛle 67 agencΛe:: rep r::ed ser Λng gΛrl::, nlQ 10 had gΛrl::- nlQ pr gram::. FΛ e f the::e seemed t mee:: the F ¥nda::Λ n'::: crΛ::erΛa in tha:: theQ pr Λded separa::e space and tΛme f r gΛrl:: and had a p ::Λ::Λ e Q ¥::h de el pmen:: phΛl :: phQ. Three f the::e pr gram:: are pr fΛled a:: e¤cellen:: e¤ample:: f pr grammΛng f r gΛrl::. TheQ incl¥de a rΛ::Λng gr ¥p f r j¥nΛ r hΛgh and hΛgh sch l gΛrl::, an acr ba::Λc and unΛcQcle cl¥b f r gΛrl:: aged 11 t 14, and a scΛence and ma::hema::Λc:: pr gram f r se en::h grader::. The::e pr gram:: are gr ¥nded in a c heren:: vΛ::Λ n f h t s¥pp r:: gΛrl::' de el pmen::. TheQ ha e s::aff h are kn ledgeable ab ¥:: gΛrl::' i::::¥e::, and theQ f ::::er skΛll:: tha:: are tran::ferable t ::her area:: f gΛrl::' lΛ e::. AgencQ s::aff iden::ΛfΛed manQ pr blem:: in crea::Λng effec::Λ e gΛrl::' pr gram::, incl¥dΛng gΛrl::' self-percep::Λ n::, the a::::Λ::¥de:: f paren:::: and c mm¥nΛ::Q member::, and in::¥ffΛcΛen:: re:: ¥rce::. (SLD)

ED 409 386 UD 031 776

B¥mbarger, BrΛan, Ed.
DΛ::pr p r::Λ na::e MΛn rΛ::Q C nfΛnemen:: (DMC). A SpecΛal Rep r::.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¥:: P ::::age.
PUB TYPE- C llec::ed W rk:: - Pr ceedΛng:: (021),Rep r:::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141)
DESCRIPTORS- *Black::; *C rrec::Λ nal In::::Λ::¥::Λ n::; *C¥l::¥ral A arene::::; DelΛnq¥encQ; Iden::ΛfΛca::Λ n; Male::; *MΛn rΛ::Q Gr ¥p::; M ral Val¥e::; PΛl :: Pr jec::::; Pre en::Λ n; *PrΛ:: ner::; Pr blem S l Λng; S cΛal Pr blem::; S::a::e Pr gram::; *Urban Pr blem::
IDENTIFIERS- AfrΛcan AmerΛcan::

A:: far back a:: the 1960::, re::earch and s::a::Λ::::Λc:: began t dem n::::ra::e ha:: appeared t be an ineq¥alΛ::Q in the crΛmΛnal j¥::::Λce sQ::::em in tha:: mΛn rΛ::Λe::, par::Λc¥larlQ black male::, ere beΛng arre::::ed and c nfΛned in n¥mber:: far grea::er than theΛr pr p r::Λ n t the general p p¥la::Λ n. The C alΛ::Λ n f r J¥ enΛle J¥::::Λce, in c nj¥nc::Λ n Λ::h C mm¥nΛ::Q Re::earch A:::: cΛa::e::, and the Federal OffΛce f J¥ enΛle J¥::::Λce and DelΛnq¥encQ Pre en::Λ n h ::::ed a c nference n thΛ:: i::::¥e in Febr¥arQ 1996. The ar::Λcle:: in thΛ:: c llec::Λ n ere rΛ::::en f r tha:: c nference. The fΛr::::, "The Rer¥dj C ncep:: and the Impera::Λ e f an AfrΛcan-AmerΛcan S¥cce:::: M del" bQ Ke Λn Th ma:: de::crΛbe:: an appr ach tha:: u::e:: spΛrΛ::¥al, val¥e-ba::ed, and c¥l::¥rallQ appr prΛa::e pr blem s l Λng me::h d:: t pr m ::e the ancΛen:: c ncep:: f "rer¥dj," a re:::: ra::Λ n f tha:: hΛch i:: damaged. "Iden::ΛfΛca::Λ n and A::::e::::men::" bQ D nna HamperΛan dΛ::c¥::::e:: the iden::ΛfΛca::Λ n and a::::e::::men:: f ca¥::e:: f mΛn rΛ::Q errepre::en::a::Λ n in the j¥::::Λce sQ::::em. "Rec gnΛΛΛng SQ::::em Effec:::: f the DMC InΛ::Λa::Λ e" bQ WΛllΛam FeQerherm c n::Λder:: a pΛl :: pr jec:: t de el p inn a::Λ e appr ache:: t DMC in fΛ e s::a::e::. "P ::Λ::Λ e Ac::Λ Λ::Λe:: fr m the DMC InΛ::Λa::Λ e" bQ ReggΛe M r:: n c n::Λder:: the DMC manda::e f the J¥ enΛle J¥::::Λce and DelΛnq¥encQ Pre en::Λ n Ac:: and the ac::Λ n:: s::a::e:: and l cal j¥rΛ::dΛc::Λ n:: are takΛng t appr ach DMC fr m a pr blem-:: l Λng per::pec::Λ e. Pre en::Λ n, ed¥ca::Λ n, and ΛllΛngne:::: t change m¥:::: be the f c¥:: f the::e eff r::::. (SLD)

ED 409 387 UD 031 777

FenΛel, L. MΛckeQ; And O::her::

sŭpp r¤er¤' in¤en¤Λ n¤ and i¤¤ implemen¤a¤Λ n threa¤en¤ t e¤cala¤e c nflΛc¤   er sch lΛng. G al¤ 2000 ha¤ s fŭndamen¤allQ reall ca¤ed p er in AmerΛcan sch lΛng tha¤ i¤ mΛgh¤ jŭ¤¤lQ be labeled a rec n¤¤Λ¤¤ŭ¤Λ n f sch lΛng. I¤ ha¤ c me ab ŭ¤ Λ¤h ŭ¤ a C n¤¤Λ¤ŭ¤Λ nal amendmen¤ r the inf rmed c n¤en¤ f the AmerΛcan pe ple, and i¤ i¤ a m emen¤ tha¤ i¤ inc n¤Λ¤¤en¤ Λ¤h the prΛncΛple¤ f c n¤¤Λ¤ŭ¤Λ nal dem cracQ. G al¤ 2000 reflec¤¤ an increa¤Λng pŭblΛc and pr fe¤¤Λ nal ΛllΛngne¤¤ t le¤ g ernmen¤ ra¤her than teacher¤ and famΛlΛe¤ de¤ermΛne the c n¤en¤ and dΛrec¤Λ n f edŭca¤Λ n. The f ll Λng chap¤er¤ ŭ¤lΛne the rΛgΛn¤ and effec¤¤ f the G al¤ 2000 legΛ¤la¤Λ n: (1) "Edŭca¤Λ n HeadlΛne Neŭ¤"; (2) "Sch l War¤: The Edŭca¤Λ n EmpΛre S¤rΛke¤ Back"; (3) "G al¤ 2000"; (4) "Ren ŭncΛng Oŭr C n¤¤Λ¤ŭ¤Λ nal HerΛ¤age"; (5) "The LegacQ f L cal C n¤r l"; (6) "C n¤cΛence and C mmŭnΛ¤Q"; and (7) "The Re-C n¤¤Λ¤ŭ¤Λ n f AmerΛcan Sch lΛng." A cen¤ral pŭrp ¤e f the b k i¤ t e¤p ¤e the dΛ¤¤ nance be¤ een the prΛncΛple¤ f c n¤¤Λ¤ŭ¤Λ nal dem cracQ and the s¤rŭc¤ŭre f AmerΛcan sch lΛng. The b k c nclŭde¤ tha¤ G al¤ 2000 Λll trΛ ΛalΛΛe cŭn¤cΛence and undermΛne c mmŭnΛ¤Q in AmerΛcan sch lΛng and Λll se¤ the na¤Λ n n a sh r¤ r ŭ¤e t cha ¤. (C n¤aΛn¤ 70 reference¤.) (SLD)

ED 409 406 UD 031 796

KhaQa¤¤, MadΛha DΛdΛ
Le¤bΛan Teacher¤: An In Λ¤Λble Pre¤ence. SUNY SerΛe¤, FemΛnΛ¤¤ The rQ in Edŭca¤Λ n, and SUNY SerΛe¤, The P¤Qch l gQ f W men.
PUB DATE- 92
NOTE- 304p.
LANGUAGE- EnglΛ¤h
EDRS PrΛce- D cŭmen¤ N ¤ Λ aΛlable fr m EDRS.
PUB TYPE- B k¤ (010)
DESCRIPTORS- *Elemen¤arQ Sec ndarQ Edŭca¤Λ n; F reΛgn C ŭn¤rΛe¤; *H m ph bΛa; Ide l gQ; *Le¤bΛanΛ¤m; PŭblΛc Sch l¤; Teacher Charac¤erΛ¤¤Λc¤; Teacher R le; *W men Facŭl¤Q
IDENTIFIERS- Canada; *H m ¤e¤ŭal Teacher¤; On¤arΛ

Teacher¤ in general are hΛred in c nf rmΛ¤Q Λ¤h an a¤¤ŭmed s¤andard, and are e¤pec¤ed t reflec¤ a c n en¤Λ nal m ralΛ¤Q tha¤ c rre¤p nd¤ t the g ernmen¤'¤ ide l gΛcallQ sanc¤Λ ned m del f beha Λ r. ThΛ¤ b k e¤pl re¤ the sΛ¤ŭa¤Λ n f the le¤bΛan teacher and her dΛ¤p ¤Λ¤Λ n n ¤ t re eal her se¤ŭal rΛen¤a¤Λ n. I¤ i¤ se¤ in the CanadΛan c n¤e¤¤ f the earlQ t mΛddle 1980¤ and dra ¤ prΛmarΛlQ n the e¤perΛence¤ f 18   men empl Qed bQ the On¤arΛ pŭblΛc sch l sQ¤¤em. The f ll ŵΛng chap¤er¤ e¤pl re theΛr sΛ¤ŭa¤Λ n¤: (1) "H m ¤e¤ŭalΛ¤Q in Per¤pec¤Λ e: The DΛ¤c ŭr¤e"; (2) "W men in TeachΛng: A Sh r¤ HΛ¤¤ rQ"; (3) "The re¤Λcal Frame rk"; (4) "Me¤h d l gQ"; (5) "DΛ¤c erΛng Le¤bΛan Iden¤Λ¤Q"; (6) "Le¤bΛan¤ in Sch l"; (7) "ImplΛca¤Λ n¤ f C mΛng Oŭ¤ in the Cla¤¤r m"; (8) "C n¤eqŭence¤ f BeΛng a Le¤bΛan a¤ Sch l"; and (9) "Le¤bΛan Teacher¤: DΛlemma, DΛfference, and De ¤Λ n." A c nclŭ¤Λ n make¤ i¤ clear tha¤ the realΛ¤Q f the¤e teacher¤' lΛ e¤ remaΛned ne f arΛne¤¤. Le¤bΛan teacher¤ ŭ¤ŭallQ cann ¤ "c me ŭ¤" a¤   rk, bŭ¤ there i¤ a pre aΛlΛng t lerance if theQ d "n ¤ r ck the b a¤." (C n¤aΛn¤ 283 reference¤.) (SLD)

ED 409 407 UD 031 799

Ra¤¤eraQ, J an Da Λ¤
H   Mŭch I¤ T   Mŭch Char¤er¤, V ŭcher¤, and C rp ra¤e PhΛlan¤hr pQ. P lΛcQ Al¤erna¤Λ e¤ in Sch l Ch Λce and the Ec n mΛc F ŭnda¤Λ n¤ f Independen¤ C mmŭnΛ¤Q-Ba¤ed Sch l¤. P lΛcQ S¤ŭdΛe¤ n Edŭca¤Λ n.

first placement actually performed less well than similar peers who refused the program. Why this occurred should be studied. An appendix contains three figures illustrating study data. (Contains 52 tables.) (SLD)

ED 409 349 TM 026 857

Enyedy, Noel
Constructing Understanding: The Role of Animation in Interpreting Representations.
PUB DATE- 27 Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Animation; *Computer Assisted Instruction; *Constructivism (Learning); Junior High Schools; *Mathematical Concepts; Middle Schools; Narration; Probability; Protocol Analysis; *Student Attitudes; Visual Perception
IDENTIFIERS- Conversation; Discourse; *Graphic Representation; *Middle School Students

This paper examines the mathematical conversations of middle school students as they use computer-mediated graphic representations to construct a shared understanding of the basic concepts of probability under two conditions. The first condition used graphical representations to depict important abstract relationships visually, and the second condition used animation to augment the graphic representations to see if animation helped students grasp abstract relationships. Thirteen pairs of students (11 boys and 15 girls) divided themselves into the two condition groups. The analysis of students' think-aloud protocols focused on how the visual and dynamic elements of the computer-based graphical representation influenced students' interpretations of the mathematical concepts. Data suggest that students with access to animated representation had qualitatively different mathematical discussions than those who had only the static representation. The conversations of students who used animated representations used a narrative structure and were richer than those of the students who used static representations. (Contains 3 figures and 37 references.) (SLD)

ED 409 350 TM 026 863

Klein, Susan
An Overview of OERI Efforts To Develop a System To Designate and Disseminate Promising and Exemplary Products, Programs and Practices.
PUB DATE- Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Evaluation Methods; Federal Government; *Government Role; *Information Dissemination; Innovation; Leadership; Program Evaluation; *Research and Development; *Systems Development

PUB DATE- 21 Apr 95
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Error of Measurement; Estimation (Mathematics); *Meta Analysis; Monte Carlo Methods; Predictor Variables; *Robustness (Statistics); Simulation; Statistical Distributions; Validity
IDENTIFIERS- Population Parameters; *Validity Generalization

Validity generalization meta-analysis (VG) examines the extent to which the validity of an instrument can be transported across settings. VG offers correction and summarization procedures designed in part to remove the effects of statistical artifacts on estimates of association between criterion and predictor. By employing a random effects model, the variability of a distribution, "P," of population parameters, "p," is estimated. When the variance of this distribution is estimated to be small, validity is said to generalize across situations. It is common for an admissible validity study to contribute more than one correlation to a meta-analysis. The original VG meta-analysis (Pearlman, Schmidt, and Hunter, 1980) located 3,368 validity coefficients in 698 studies. In addition, VG is often applied to instruments used to predict success on highly complex jobs. Such measures often have positively skewed distributions of predictor and criterion scores (Hunter, 1990). This study used Monte Carlo simulation to generate situations with nonnormal distributions and dependency between effect sizes. Specifically, this effort tested the robustness of VG, as applied with the Raju et al. (1991) standard error of corrected correlations, to violations of the assumptions of independence and normality of primary data. Results of generation of 10,000 replications in 3,024 different combinations of conditions indicate that averaging correlations at the level of the primary study greatly underestimates the variance of P while skewness leads to overestimates of the variance of P. (Contains nine tables and seven figures.) (Author/SLD)

ED 409 369 TM 026 912

Fisher, Gwen Laura
The Validity of Pre-Calculus Multiple Choice and Performance-Based Testing as a Predictor of Undergraduate Mathematics and Chemistry Achievement.
PUB DATE- Dec 96
NOTE- 99p.; Master's Thesis, University of California, Santa Barbara.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Algebra; *Calculus; Chemistry; *College Freshmen; Correlation; Geometry; Higher Education; *Mathematics Achievement; *Multiple Choice Tests; *Performance Based Assessment; *Prediction; Scores; Test Construction; Test Results; Test Use; Undergraduate Study
IDENTIFIERS- *University of California Santa Barbara

There has been concern over the validity of the Algebra Diagnostic Test (ADT) used to determine the actual level of student preparation for the first quarter of calculus as taught

Al::erna::Λ e M del f r Urban MΛddle Le el Sch lΛng: An E al½a::Λ n S::½dQ.
PUB DATE- Mar 97
NOTE- 22p.; Paper pre::en::ed a:: the Ann½al Mee::Λng f the AmerΛcan Ed½ca::Λ nal Re::earch A::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl½:: P :::age.
PUB TYPE- Rep r::: - E al½a::Λ e/Fea::ΛbΛlΛ::Q (142),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- AcademΛc AchΛe emen::; Ca::h lΛc Sch l::; *DΛ::ad an::aged Y ½::h; *Ed½ca::Λ nal En Λr nmen::; Grade 6; *In::::Λ::½::Λ nal Charac::erΛ::::Λc::; In::ermedΛa::e Grade::; Male::; *MΛddle Sch l::; M del::; Pr gram E al½a::Λ n; P½blΛc Sch l::; *Sch l Effec::Λ ene:::; Teacher R le; *Urban Ed½ca::Λ n; Urban Sch l::
IDENTIFIERS- *Je::½Λ:::; MΛddle Sch l S::½den:::

ThΛ:: s::½dQ e al½a::e:: an al::erna::e m del f r mΛddle sch l ed½ca::Λ n, hΛch a:: in::r d½ced in:: depre:::ed urban se::::Λng:: in the 1970:: bQ the Je::½Λ:: relΛgΛ ½:: rder, in t   par chΛal mΛddle sch l::, ne c ed and ne all-male e::::ablΛ::hed in 1993 in an Ea::::ern cΛ::Q. C mparΛ:: n:: f sch l s::r½c::½ral charac::erΛ::::Λc::, a:::endance fΛg½re::, rep r:: card grade::, sch l s cΛal and learnΛng en Λr nmen:::, and s::½den:::' percep::Λ n:: f self- r::h, sch l s::re:::, and m ::Λ a::Λ n ere made be:: een the m del sch l:: and a m re tradΛ::Λ nal par chΛal sch l and t p½blΛc mΛddle sch l:: in the same cΛ::Q. S::½den::: selec::ed fr m the p½blΛc sch l:: f r the e al½a::Λ n ere ma::ched Λ::h s::½den::: in the m del Je::½Λ:: sch l n fΛf::h-grade s::andardΛΛed te::: sc re::. Par::ΛcΛpan::: ere 20 male sΛ:::h grader:: fr m each f the p½blΛc sch l::, 20 male:: (19 AfrΛcan AmerΛcan::) fr m the Je::½Λ:: sch l f r b Q::, 10 male s::½den::: fr m the Je::½Λ:: c ed½ca::Λ nal sch l, and 15 male s::½den::: fr m the tradΛ::Λ nal par chΛal sch l. Re::½l::: sh   tha:: the c ed m del mΛddle sch l pr Λded an en Λr nmen:: tha:: dΛ::::Λng½Λ::hed i:: fr m the ::her sch l:: in term:: f s::½den:: in l emen:: in learnΛng, teacher-:::½den:: affΛlΛa::Λ n, teacher s½pp r::Λ ene:::, rder and rganΛΛa::Λ n, and inn a::Λ n in teachΛng. ThΛ:: sch l a:: charac::erΛΛed bQ manQ f the fac:: r:: sh n in pre Λ ½:: re::earch t predΛc:: sch l s½cce::: am ng dΛ::ad an::aged mΛn rΛ::Q Q ½::h in the inner cΛ::Q, incl½dΛng s::r ng in::::r½c::Λ nal leader::hΛp, carΛng teacher:: h spen:: e:::ra tΛme Λ::h s::½den:::, rderlΛne:::, and a s::r ng empha::Λ:: n ba::Λc skΛll::. The Je::½Λ:: all-male sch l dem n:::ra::ed the l e::: ab::en::ee ra::e and hΛghe::: grade p Λn:: a erage f all the sch l::. In addΛ::Λ n, the s::½den::: in the m del sch l:: sh ed a grea::er increa::e in self-e:::eem d½rΛng the sch l Qear than dΛd s::½den::: in the c mparΛ:: n par chΛal sch l. Re::½l::: are dΛ::c½:::ed in lΛgh:: f pre Λ ½:: re::earch n ed½ca::Λ n f r mΛn rΛ::Q dΛ::ad an::aged Q ½::h in the inner cΛ::Q. (C n::aΛn:: 22 reference::.) (A½::h r/SLD)

ED 409 388   UD 031 778

Mar::ΛneΛ, MΛchele
UrbanΛΛa::Λ n in the N r::h e:::. I:::½e:: and ImplΛca::Λ n:: f r P lΛcQ.
PUB DATE- Dec 96
NOTE- 14p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl½:: P :::age.
PUB TYPE- Rep r::: - E al½a::Λ e/Fea::ΛbΛlΛ::Q (142)
DESCRIPTORS- *C½l::½ral DΛfference::; Dem graphQ; Ed½ca::Λ nal Change; Ed½ca::Λ nal FΛnance; *Ed½ca::Λ nal P lΛcQ; Elemen::arQ Sec ndarQ Ed½ca::Λ n; *FΛnancΛal S½pp r::; M½l::Λc½l::½ral Ed½ca::Λ n; P lΛcQ F rma::Λ n; Re:: ½rce All ca::Λ n; Sch l

PUB DATE- 97
NOTE- 36p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 Pl½:: P :::age.
PUB TYPE- Rep r::: - E al½a::Λ e/Fea::ΛbΛlΛ::Q (142)
DESCRIPTORS- *Char::er Sch l::; C mm½nΛ::Q In l emen::; *C mm½nΛ::Q Sch l::; Ec n mΛc Fac:: r::; Ed½ca::Λ nal Change; Ed½ca::Λ nal FΛnance; *Ed½ca::Λ nal V ½cher::; Elemen::arQ Sec ndarQ Ed½ca::Λ n; *PrΛ a::e FΛnancΛal S½pp r::; PrΛ a::e Sch l::; Sch l B½::Λne::: Rela::Λ n::hΛp; *Sch l Ch Λce; Urban Sch l::
IDENTIFIERS- Ref rm Eff r:::

In recen:: Qear:: the In:::Λ::½::e f r Independen:: Ed½ca::Λ n ha:: beg½n t ::½dQ a sΛgnΛfΛcan:: paren::al re::p n::e t the lack f p::Λ n:: in ed½ca::Λ n. Paren::: f c l r and th ::e Λ::h l t m dera::e inc me:: are crea::Λng and s½pp r::Λng independen:: c mm½nΛ::Q-ba::ed sch l:: a:: self-help re:: ½rce:: f r the ed½ca::Λ nal need:: f theΛr chΛldren. The::e sch l::, c mm½nΛ::Q-ba::ed in tha:: theQ are pera::ed bQ c mm½nΛ::Q rganΛΛa::Λ n:: and in f c½:: n the c mm½nΛ::Q, ha e f c½::ed n three maj r ac::Λ Λ::Λe:: in re::p n::e t reb½ΛldΛng needed ed½ca::Λ n ref rm eff r::: in theΛr c mm½nΛ::Λe::. TheQ ha e been re::p n::Λble f r leader::hΛp de el pmen::, ed½ca::Λ nal inn a::Λ n, and ec n mΛc re Λ::alΛΛa::Λ n in urban c mm½nΛ::Λe:: thr ½gh ½:: the UnΛ::ed S::a::e::. Char::er sch l manda::e:: ha e bec me verQ a:::rac::Λ e t the independen:: c mm½nΛ::Q-ba::ed sch l::, and teacher::'::: unΛ n:: are begΛnnΛng t s½pp r:: the c ncep:: f char::er sch l::. In MΛchΛgan, Ma:::ach½::e:::::, and Wa::hΛng:: n, D.C., independen:: c mm½nΛ::Q-ba::ed sch l:: ha e applΛed f r char::er sch l s::a::½::. T help s½pp r:: independen:: sch l::, manQ pe ple ad ca::e the u::e f ed½ca::Λ nal v ½cher::. A sec nd ::ra::egQ f r de el pΛng grea::er a arene::: f independen:: c mm½nΛ::Q-ba::ed sch l:: i:: thr ½gh c n::rac::½al ser Λce agreemen::: in hΛch the sch l i:: ch ::en bQ c mpe::Λ::Λ n f r a c n::rac::. PrΛ a::e en::erprΛ::e i:: increa::Λng i::: r le in sp n:: rΛng v ½cher:: in the f rm f sch lar::hΛp:: and in pr ΛdΛng ::her s ½rce:: f s½pp r:: f r independen:: c mm½nΛ::Q-ba::ed sch l::. C rp ra::Λ n:: and c mm½nΛ::Q-ba::ed independen:: sch l:: share an in::ere::: in de el pΛng h½man beΛng:: t theΛr hΛghe::: p ::en::Λal, s i:: i:: l gΛcal tha:: theQ sh ½ld rk t ge::her f r ed½ca::Λ nal pp r::½nΛ::Q. (C n::aΛn:: 14 reference::.) (SLD)

ED 409 408   UD 031 800

D dge, TΛm ::hQ
Inf rma::Λ n n the H mele::: and H mele:::ne:::. A Selec::ed BΛblΛ graphQ f Federal G ernmen:: P½blΛca::Λ n::. Re::earch G½Λde.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl½:: P :::age.
PUB TYPE- Reference Ma::erΛal:: - BΛblΛ graphΛe:: (131)
DESCRIPTORS- Ann ::a::ed BΛblΛ graphΛe::; *Federal G ernmen::; *G ernmen:: R le; *H mele::: Pe ple; *H ½::Λng; Re:: ½rce Ma::erΛal::; *Re:: ½rce::
IDENTIFIERS- *A½b½rn UnΛ er::Λ::Q AL

Selec::ed Federal g ernmen:: p½blΛca::Λ n:: n the h mele::: and h mele:::ne::: are lΛ:::ed. One sec::Λ n f thΛ:: bΛblΛ graphQ c er:: defΛnΛ::Λ n::, pre alence, and ca½::e::, and the sec nd sec::Λ n c er:: pr gram:: and s l½::Λ n::. Each cΛ::a::Λ n c n::aΛn:: inf rma::Λ n n here t fΛnd the s ½rce in the A½b½rn LΛbrarQ sQ:::em, the call n½mber, and a brΛef de::crΛp::Λ n. In all, 74 s ½rce:: are lΛ:::ed. TheQ range fr m ::a::Λ:::Λcal inf rma::Λ n n the pr blem acr ::: the c ½n::rQ t specΛfΛc inf rma::Λ n n h ½::Λng. The sec::Λ n n pr gram:: and s l½::Λ n:: c n::aΛn:: manQ

IDENTIFIERS- *Experts; *Office of Educational Research and Improvement; Panel Reviews; Panel Studies; Research Replication

The leadership role of the Office of Educational Research and Improvement (OERI) in developing a System of Expert Panels to identify and share promising and exemplary products, programs, and practices is discussed. The System of Expert Panels should enable the Federal government to help the public learn about replicable research and development (R&D) products and programs and to help funders and producers of R&D maximize their investments. Such a system should be more than a collection of individual expert panels. It should be led from the inside by a Federal Coordination Unit of experts from Department of Education offices. A middle circle then would connect the individual expert panels in a comprehensive array of topic areas. An outside circle then would represent the consumer-oriented dissemination and evaluation providers. This outer circle would be composed of existing dissemination and evaluation entities such as ERIC and the Regional Educational Laboratories. Principles that guide OERI's role in dissemination are: (1) the Federal role should be facilitative; (2) there should be a combined focus on evaluation and dissemination; (3) the System should help create a deliberate, effective, and continuous approach to finding gaps that merit R&D support; (4) national dissemination efforts should encourage selection and use of the best of educational R&D; (5) participants will increase their commitment to using research, development, and evaluation to improve education; and (6) the System of Expert Panels must adapt to face challenges such as finding financial support. (Contains 25 references.) (SLD)

ED 409 351 TM 026 871

Harris, Rodney
The Lore of Out-of-School Curricula: Implicit Principles, Tacit Commonplaces.
PUB DATE- Mar 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Cultural Awareness; *Curriculum; Elementary Secondary Education; Hispanic Americans; *Learning; *Life Events; *Literature; Mass Media Effects; Minority Groups; Student Characteristics; *Student Experience; Teacher Attitudes; *Teacher Expectations of Students
IDENTIFIERS- Hispanic American Students

Some researchers have argued that out-of-school curricula, implicit patterns of learning in such realms as families, homes, peer groups, mass media, and nonschool organizations, are instrumental in forging the outlooks of individuals. This paper presents a way in which educators can learn about the out-of-school curricula of their students. The term "student lore" is used to refer to the out-of-school curricula and what students can tell teachers about what they need from teachers and their teaching and what they can tell about curricula and how school interacts with their total life experiences. Books about the lives of students are the data sources for this report. Reviewed are: (1) "Children of Crisis: A Study of Courage and Fear" by Robert Coles; (2) "Always Running, La Vida Loca: Gang Days in L.A." by Luis J. Rodriguez; (3) "Black Fire: The Making of an American Revolutionary" by Nelson Peery; and

a:: the UnΛ er::Λ::Q f CalΛf rnΛa, San::a Barbara. I:: ha:: been
hQp ::he::ΛΛed tha:: perf rmance-ba::ed q¥e::::Λ n::, al ng Λ::h the
m re tradΛ::Λ nal m¥l::Λple ch Λce q¥e::::Λ n::, c ¥ld pr Λde a
be::::er a::::e::::men:: f s::¥den::::' under::::andΛng f pre-calc¥l¥::
ma::erΛal:: f r the H¥gh::::-Halle:: c¥rrΛc¥l¥m. In thΛ:: s::¥dQ, a
t -par:: te:::: a:: rΛ::::en t te:::: f r abΛlΛ::Q and inΛ::Λa::Λ e in
s l Λng m¥l::Λple le el ta::k:: and t pr Λde f r pre-calc¥l¥::
a::::e::::men::. The perf rmance-ba::ed te:::: de el ped a:: a f ¥r-
ca::eg rQ e¤amΛna::Λ n te::::Λng algebra, f¥nc::Λ n, pr p r::Λ n, and
ge me::rQ. Q¥alΛ::a::Λ e and q¥an::Λ::a::Λ e analQ::e:: ere c nd¥c::ed
t fΛnd rela::Λ n::hΛp:: be:: een te:::: sc re:: and s¥b::eq¥en:: grade::
in algebra, calc¥l¥:: f r the hard scΛence::, calc¥l¥:: f r the
s cΛal scΛence::, and chemΛ::::rQ. The perf rmance-ba::ed te:::: had
sΛgnΛfΛcan:: c rrela::Λ n:: Λ::h grade:: in all f ¥r cla::::e::.
M¥l::Λple ch Λce te::::Λng had a hΛgher c rrela::Λ n than
perf rmance-ba::ed te::::Λng, b¥:: a c mbΛna::Λ n f b ::h pr Λded
the be:::: te:::: t predΛc:: ma::hema::Λc:: r chemΛ::::rQ achΛe emen::.
Ma::hema::Λc:: and chemΛ::::rQ achΛe emen:: are c rrela::ed Λ::h the
f ll Λng e¤amΛna::Λ n p r::Λ n::: sQmb lΛc manΛp¥la::Λ n f
algebraΛc e¤pre::::Λ n::, graphΛng f f¥nc::Λ n::, sQmb lΛc
pr per::Λe:: f f¥nc::Λ n::, trΛg n me::rΛc f¥nc::Λ n::, l garΛ::hmΛc
f¥nc::Λ n::,   rd pr blem::, ge me::rQ, and n¥merΛcal da::a r
n¥mber sen::e. SQmb lΛc manΛp¥la::Λ n skΛll:: are s::a::Λ::::ΛcallQ
sΛgnΛfΛcan:: in predΛc::Λng grade:: in all f ¥r cla::::e::. S::¥den::::
 h dΛ::plaQ fl¥encQ Λ::h f¥nc::Λ n c ncep:::: are s::a::Λ::::ΛcallQ
sh ñn t be s¥cce::::f¥l in calc¥l¥:: and chemΛ::::rQ cla::::e::. SΛ¤
appendΛ¤e:: c n::aΛn the de el ped in::::r¥men::, a m¥l::Λple-ch Λce
te::::, da::a sca::::er pl ::::, table:: f da::a, c ¥r::e de::crΛp::Λ n::,
and a precalc¥l¥:: dΛagn ::::Λc te::::. (C n::aΛn:: 18 table::, 20
sca::::er pl ::::, and 4 reference::.) (SLD)

ED 409 370   TM 026 915

S::r¥Qf, Elke; And O::her::
F rma::Λ e E al¥a::Λ n Rec n::Λdered: Sec ndarQ Sch l Teacher::'
E al¥a::Λ n Prac::Λce a:: a LearnΛng Opp r::¥nΛ::Q f r S::¥den::::.
PUB DATE- Mar 97
NOTE- 19p.; Paper pre::en::ed a:: the Ann¥al Mee::Λng f the AmerΛcan
Ed¥ca::Λ nal Re::earch A:::: cΛa::Λ n (ChΛcag , IL, March 24-28,
1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Pl¥:: P ::::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- Rep r:::: - E al¥a::Λ e/Fea::ΛbΛlΛ::Q (142),Speeche::,
C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *E al¥a::Λ n Me::h d::; F reΛgn C ¥n::rΛe::; *F rma::Λ e
E al¥a::Λ n; Grade:: (Sch la::::Λc); In::er Λe ::; Ma::hema::Λc::
Ed¥ca::Λ n; Sec ndarQ Ed¥ca::Λ n; Sec ndarQ Sch l S::¥den::::;
*Sec ndarQ Sch l Teacher::; *S::¥den:: E al¥a::Λ n; *S¥mma::Λ e
E al¥a::Λ n; *Teacher Made Te::::::
IDENTIFIERS- Ne::herland::; Pr ce:::: G al::
The e¤::en:: t   hΛch the cla::::r m e al¥a::Λ n prac::Λce f
sec ndarQ sch l teacher:: i:: f a f rma::Λ e na::¥re and the
effec:::: f anQ f rma::Λ e e al¥a::Λ n n s::¥den:: learnΛng ere
s::¥dΛed thr ¥gh semΛ-::::r¥c::¥red in::er Λe :: Λ::h 54 teacher:: in
5 D¥::ch sec ndarQ sch l::. All ta¥gh:: sec ndarQ D¥::ch r
ma::hema::Λc::. In addΛ::Λ n, 557 s::¥den:::: c mple::ed q¥e::::Λ nnaΛre::
ab ¥:: the e al¥a::Λ n prac::Λce:: theΛr teacher:: u::ed in teacher-
made rΛ::::en te::::::. I:: a:: s::rΛkΛnglQ e Λden:: tha:: the
e al¥a::Λ n prac::Λce f all the teacher:: c ¥ld be c n::Λdered
s¥mma::Λ e in na::¥re. All the rΛ::::en te:::::: ere gΛ en a grade
tha:: c ¥n::ed t   ard the fΛnal mark a:: the end f the sch l
Qear. Teacher:: in thΛ:: sample ne er ga e a rΛ::::en te:::: Λ::h ¥::
a::::ΛgnΛng a grade. S me f the e al¥a::Λ n prac::Λce:: ere
f rma::Λ e in tha:: s me teacher::, th ::e Λ::h a s l¥::Λ n- rΛen::ed

Safe∷Q; *S cΛal Change; Urban Pr blem∷; *UrbanΛΛa∷Λ n
IDENTIFIERS- *UnΛ∷ed S∷a∷e∷ (N r∷h e∷∷)

In the N r∷h e∷∷, a∷ acr ∷∷ the re∷∷ f the UnΛ∷ed S∷a∷e∷, the ba∷Λc charac∷erΛ∷∷Λc∷ f the U.S. h Ӽ∷eh ld are changΛng. In dem graphΛc and ec n mΛc term∷, the N r∷hñe∷∷ Λ∷ a∷ the f refr n∷ f change∷ predΛc∷ed f r the en∷Λre c Ӽn∷rQ in the c mΛng cen∷ӼrQ. UrbanΛΛa∷Λ n Λ∷ ccӼrrΛng in a regΛ n tha∷ a∷ nce defΛned bQ the rela∷Λ n∷hΛp f hӼman s cΛe∷Q Λ∷h na∷Ӽre. T se∷ p lΛcQ f r the regΛ n'∷ increa∷ΛnglQ urbanΛΛed edӼca∷Λ nal in∷∷Λ∷Ӽ∷Λ n∷, Λ∷ Λ∷ nece∷∷arQ t f cӼ∷ n the change∷ n ccӼrrΛng in the regΛ n'∷ hΛgh gr ∷h c mmӼnΛ∷Λe∷. Ec n mΛc f reca∷∷∷ and dem graphΛc predΛc∷Λ n∷ sΛgnal a need t rea∷∷e∷∷ e¤Λ∷∷Λng sch l fӼndΛng p lΛcΛe∷. GΛ en a shrΛnkΛng ta¤ ba∷e, the nӼ∷ f r reΛn en∷Λng edӼca∷Λ nal pr gram∷ f∷en fall n edӼca∷Λ nal in∷∷Λ∷Ӽ∷Λ n∷. C Ӽpled Λ∷h c mmӼnΛ∷Q relӼc∷ance t rec gnΛΛe and re∷p nd t the ne dΛ er∷Λ∷Q f the N r∷h e∷∷ern p pӼla∷Λ n, the sch l∷ maQ face pr blem∷ rela∷ed t pӼblΛc dΛ∷∷ cΛa∷Λ n fr m the sch l∷. Crea∷Λng a sch l cӼl∷Ӽre in hΛch all maQ par∷ΛcΛpa∷e maQ be N r∷h e∷∷ edӼca∷ r∷' m ∷∷ demandΛng ta∷k. The s cΛal c mple¤Λ∷Λe∷ f increa∷ed p pӼla∷Λ n den∷Λ∷Q, sӼch a∷ vΛ lence, are begΛnnΛng t ha e an impac∷ in the N r∷hñe∷∷. P lΛcQmaker∷ ΛΛl need t fΛnd a aQ t capΛ∷alΛΛe n dΛ er∷Λ∷Q, pr m ∷e safe and cΛ Λl learnΛng en Λr nmen∷∷, and pr Λde f r 21∷∷ cen∷ӼrQ learner∷ thr Ӽgh mӼl∷ΛcӼl∷Ӽral appr ache∷ and edӼca∷Λ nal techn l gQ. (C n∷aΛn∷ 26 reference∷.) (SLD)

ED 409 389 UD 031 779

MaQnard, Rebecca A., Ed.
KΛd∷ Ha Λng KΛd∷. A SpecΛal Rep r∷ n the C ∷∷∷ f Ad le∷cen∷ ChΛldbearΛng.
SPONS. AGENCY- R bΛn H d F Ӽnda∷Λ n, Ne Y rk, NY.
PUB DATE- 96
NOTE- 30p.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC02 PlӼ∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - E alӼa∷Λ e/Fea∷ΛbΛlΛ∷Q (142)
DESCRIPTORS- *Ad le∷cen∷∷; ChΛld Welfare; *C ∷∷∷; DΛ∷ad an∷aged Y Ӽ∷h; Dr p Ӽ∷∷; *EarlQ Paren∷h d; Ec n mΛc Fac∷ r∷; FamΛlQ S∷rӼc∷Ӽre; Fa∷her∷; M ∷her∷; P er∷Q; *PregnancQ; S cΛal Pr blem∷; *Welfare RecΛpΛen∷∷
IDENTIFIERS- Welfare Ref rm

ThΛ∷ rep r∷ repre∷en∷∷ a sQn∷he∷Λ∷ f re∷earch c ndӼc∷ed n the c n∷eqӼence∷ f ad le∷cen∷ chΛldbearΛng f r ad le∷cen∷ m ∷her∷, theΛr chΛldren, the fa∷her∷ f theΛr chΛldren, and the UnΛ∷ed S∷a∷e∷. Each Qear, nearlQ ne mΛllΛ n teenager∷ in the UnΛ∷ed S∷a∷e∷ bec me pregnan∷. Ab Ӽ∷ ne-∷hΛrd f the∷e 15- t 19-Qear- ld female∷ ab r∷ theΛr pregnancΛe∷, 14% mΛ∷carrQ, and 52% ha e theΛr chΛldren, 72% f them Ӽ∷ f edl ck. The pӼblΛc f cӼ∷ n ad le∷cen∷ chΛldbearΛng ha∷ been fӼeled bQ hΛgh and rΛ∷Λng chΛld p er∷Q ra∷e∷, an increa∷e in the nӼmber f elfare recΛpΛen∷∷, and an increa∷e in elfare recΛpΛen∷∷ Λ∷h a l ng a erage dӼra∷Λ n f dependencQ. The chΛldren f ad le∷cen∷ m ∷her∷ face heal∷h and c gnΛ∷Λ e dΛ∷ad an∷age∷ and are m re lΛkelQ t be abӼ∷ed. TheQ are le∷∷ lΛkelQ than theΛr peer∷ t gr up in famΛlΛe∷ Λ∷h fa∷her∷, and theQ are m re lΛkelQ t en∷er f ∷∷er care, ha e tr Ӽble in sch l, dr p Ӽ∷ f sch l, r bec me ad le∷cen∷ paren∷∷ them∷el e∷. Ad le∷cen∷ m ∷her∷ them∷el e∷ face p r lΛfe pr ∷pec∷∷. Se en f 10 dr p Ӽ∷ f hΛgh sch l, and theΛr earnΛng∷ a erage le∷∷ than half f the pñ er∷Q le el. WhΛle b Q∷ are ne-∷hΛrd a∷ lΛkelQ a∷ gΛrl∷ t bec me ad le∷cen∷ paren∷∷, theQ al∷ are le∷∷ lΛkelQ t fΛnΛ∷h hΛgh sch l and theQ are le∷∷ ell-prepared t c n∷rΛbӼ∷e t cΛ∷a∷Λ n∷ ab ∷ j b traΛnΛng f r the h mele∷∷. (SLD)

ED 409 409 UD 031 802

Allen, RΛck
Wha∷ Space Make∷ f U∷: ThΛrd∷pace, Iden∷Λ∷Q P lΛ∷Λc∷, and M l∷Λc l∷ ralΛ∷m.
PUB DATE- 28 Mar 97
NOTE- 29p.; Paper pre∷en∷ed a∷ the Ann al Mee∷Λng f the AmerΛcan Ed ca∷Λ nal Re∷earch A∷∷ cΛa∷Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC02 Pl ∷ P ∷∷age.
PUB TYPE- OpΛnΛ n∷/Per∷ nal VΛeñp Λn∷∷/P ∷Λ∷Λ n Paper∷/E∷∷aQ∷ (120),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- *C l∷ ral DΛfference∷; C rrΛc l m De el pmen∷; *EpΛ∷∷em l gQ; *M l∷Λc l∷ ral Ed ca∷Λ n; *Spa∷Λal AbΛlΛ∷Q
IDENTIFIERS- F ca l∷ (MΛchel); *Iden∷Λ∷Q (P∷Qch l gΛcal); P ∷∷m dernΛ∷m; Spa∷Λal Fac∷ r∷

Space i∷ rela∷ed t p er in tha∷ i∷ i∷ crΛ∷Λcal t the s cΛal pr d c∷Λ n and repr d c∷Λ n f dΛfference. ThΛ∷ paper re-imagΛne∷ a crΛ∷Λcal m l∷Λc l∷ ralΛ∷m tha∷ embrace∷ crΛ∷Λcal spa∷Λal the rQ and p ∷∷m dern iden∷Λ∷Q p lΛ∷Λc∷. In an er Λe f p ∷∷m dern spa∷Λal the rQ, the rk∷ f Lefeb re (1974), E. Sñja (1989, 1996), and M. F ca l∷ (1986) n the charac∷erΛ∷∷Λc∷ and pr blem∷ f m dern spa∷Λal a∷∷ mp∷Λ n∷ and epΛ∷∷em l gΛe∷ are de∷crΛbed. The idea f ThΛrd∷pace i∷ he rΛ∷∷ΛcallQ pre∷en∷ed a∷ the p ∷∷m dernΛΛa∷Λ n f spa∷Λal thΛnkΛng. The the rQ f spa∷Λal underde el pmen∷ i∷ added a∷ a me∷aph r f r the ac∷Λ e pr d c∷Λ n f d mΛnan∷ and margΛnalΛΛed aQ∷ f thΛnkΛng ab ∷ space in i∷∷ ma∷erΛal, imagΛned, and s cΛal f rm∷. Spa∷Λal underde el pmen∷ i∷ al∷ arg ed t be c nnec∷ed t the pr d c∷Λ n f iden∷Λ∷Q. The ThΛrd∷pa∷Λal me∷h d l gQ f spa∷Λal pra¤Λ∷ i∷ de∷crΛbed a∷ a crΛ∷Λcal spa∷Λal appr ach t dec n∷∷r c∷Λng hegem nΛc spa∷Λal paradΛgm∷. The∷e crΛ∷Λcal vΛe ∷ f space are al∷ u∷ed t re∷hΛnk the pr blem∷ f m dernΛ∷∷Λc iden∷Λ∷Q p lΛ∷Λc∷ and t rec n∷∷r c∷ a m re spa∷ΛallQ c ncerned p ∷∷m dern iden∷Λ∷Q p lΛ∷Λc∷. Wha∷ spa∷ΛallQ a are m l∷Λc l∷ ral c rrΛc l m sh ld en∷aΛl if i∷ take∷ the∷e arg men∷∷ in∷ acc n∷ i∷ de∷crΛbed. (A ∷h r/SLD)

ED 409 410 UD 031 803

Saeger∷, S ∷an
Gr Λng the Seed∷ f S∷reng∷h in HΛgh RΛ∷k Urban NeΛghb rh d∷.
PUB DATE- 11 A g 96
NOTE- 22p.; Paper pre∷en∷ed a∷ the Ann al Mee∷Λng f the AmerΛcan P∷Qch l gΛcal A∷∷ cΛa∷Λ n (104∷h, T r n∷ , On∷arΛ , Canada, A g ∷∷ 8-12, 1996).
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01/PC01 Pl ∷ P ∷∷age.
PUB TYPE- Rep r∷∷ - E al a∷Λ e/Fea∷ΛbΛlΛ∷Q (142),Speeche∷, C nference Paper∷, "Paper∷ Pre∷en∷ed a∷..." (150)
DESCRIPTORS- *A∷ RΛ∷k Per∷ n∷; *C mm nΛ∷Q In l emen∷; C pera∷Λ n; C pΛng; H ∷Λng; Inner CΛ∷Q; L Inc me Gr p∷; *MΛn rΛ∷Q Gr p∷; *NeΛghb rh d Impr emen∷; *P er∷Q; *Urban Pr blem∷
IDENTIFIERS- Ec l gΛcal Per∷pec∷Λ e; Ne Y rk (Neñ Y rk); *Re∷ΛlΛence (Per∷ nalΛ∷Q); S∷akeh lder∷; Tenan∷∷; Undercla∷∷

The lΛ e∷ f p r mΛn rΛ∷Q cΛ∷Q re∷Λden∷∷ dem n∷∷ra∷e the dΛ er∷Λ∷Q, m l∷Λple p ∷en∷Λal∷, and v lnerabΛlΛ∷Q t e∷∷ernal s∷r c∷ re∷. In spΛ∷e f the s∷ere ∷Qpe∷ f faΛl re and the verQ real pr blem∷ f the urban p r, there are manQ s∷reng∷h∷ am ng

(4) "There Are N ChΛldren Here" bQ Ale¤ K :l Λ:Λ. The:e b k: all deal Λ:h the e¤perΛence: f Q ¥:h fr m mΛn rΛ:Q c¥l:¥re: in the UnΛ:ed S:a:e:. Al:h ¥gh e¤perΛenced teacher: learn t kn ñ theΛr s:¥den::: in anQ ca:e, s:¥dQΛng lΛ:era:¥re ab ¥: s:¥den::: and theΛr lΛ e: can help ed¥ca: r: learn s:¥den: l re and se: s:¥den: e¤perΛence: in a c¥rrΛc¥lar backdr p. ThΛ: appr ach sh ¥ld help teacher: h an: t learn m re ab ¥: theΛr s:¥den:::, b¥: are n : s¥re h t g ab ¥: i:. (C n:aΛn: 12 reference:.) (SLD)

ED 409 352 TM 026 873

C nrad, LΛnda
A:::e:::Λng Th ¥gh:f¥lne:::: A Ne ParadΛgm.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- EnglΛ:h
EDRS PrΛce- MF01/PC02 Pl¥: P ::age.
PUB TYPE- Rep r::: - E al¥a:Λ e/Fea:ΛbΛlΛ:Q (142)
DESCRIPTORS- Check LΛ:::; CrΛ:Λcal ThΛnkΛng; *Ed¥ca:Λ nal A:::e:::men:; Elemen:arQ Sec ndarQ Ed¥ca:Λ n; *E al¥a:Λ n Me:h d:; In:ellΛgence; J ¥rnal WrΛ:Λng; LΛker: Scale:; Mea:¥remen: TechnΛq¥e:; Perf rmance Ba:ed A:::e:::men:; Self E al¥a:Λ n (IndΛ Λd¥al:); S:andardΛΛed Te:::; *S:¥den: J ¥rnal:; Te:: U:e; ThΛnkΛng SkΛll:
IDENTIFIERS- *A¥:hen:Λc A:::e:::men:; M¥l:Λple In:ellΛgence:; *Reflec:Λ e WrΛ:Λng

Ed¥ca: r: are begΛnnΛng t l k a: a¥:hen:Λc a:::e:::men: a: a valΛd al:erna:Λ e t s:andardΛΛed te::: and tradΛ:Λ nal bjec:Λ e te:::. Al:h ¥gh a¥:hen:Λc a:::e:::men: mean: dΛfferen: thΛng: t dΛfferen: pe ple, i: i: under:: d t f c¥: n he:her r n : s:¥den::: can u:e the skΛll: and s:ra:egΛe: theQ ha e learned and applQ them in appr prΛa:e sΛ:¥a:Λ n:. T imp r:an: t l: f r a¥:hen:Λc a:::e:::men: are learnΛng l g: and reflec:Λ e j ¥rnal: kep: bQ s:¥den:::. T u:e the:e t l: appr prΛa:elQ, ed¥ca: r: sh ¥ld keep in mΛnd the m¥l:Λple in:ellΛgence: iden:ΛfΛed bQ H ard Gardner (1983). S¥cce::f¥l u:e f anQ a¥:hen:Λc a:::e:::men: appr ach req¥Λre: specΛfΛc crΛ:erΛa f r the a:::Λgnmen: de el ped bQ the teacher and s:¥den:::, al ng Λ:h e¤ample: tha: sh s:¥den::: accep:able perf rmance and pp r:¥nΛ:Λe: t engage in hΛgher rder thΛnkΛng. LΛker: scale:, :her e al¥a:Λ e scale:, and de:crΛp:Λ e scale: are :her t l: tha: can be u:ed in a¥:hen:Λc a:::e:::men:. Am ng the varΛe:Q f :her a:::e:::men: t l: f r a¥:hen:Λc a:::e:::men: i: the b:er a:Λ n checklΛ::, hΛch f c¥:e: n the pr ce::: m re than n the fΛnal pr d¥c:. S:¥den::: need t learn t regard b :h pr ce::: and pr d¥c:, b¥: n ne s:ra:egQ f r a:::e:::men: i: be::. The t l: dΛ:c¥:::ed in thΛ: paper help s:¥den::: m nΛ: r theΛr n learnΛng and in:ernalΛΛe the pr ce::: f learnΛng and e al¥a:Λ n. (C n:aΛn: 9 fΛg¥re: and 19 reference:.) (SLD)

ED 409 353 TM 026 874

R :::, J hn A.; And O:her:
TeachΛng S:¥den::: H T E al¥a:e TheΛr W rk in C pera:Λ e LearnΛng: Re:¥l::: f a C llab ra:Λ e Ac:Λ n Re:earch In-Ser Λce.
SPONS. AGENCY- On:arΛ MΛnΛ:::rQ f Ed¥ca:Λ n and TraΛnΛng, T r n: .; S cΛal ScΛence: and H¥manΛ:Λe: Re:earch C ¥ncΛl f Canada, O:::a a (On:arΛ).
PUB DATE- Mar 97
NOTE- 36p.; Paper pre:en:ed a: the Ann¥al Mee:Λng f the AmerΛcan Ed¥ca:Λ nal Re:earch A::: cΛa:Λ n (ChΛcag , IL, March 24-28, 1997). F¥ndΛng al: receΛ ed fr m the D¥rham B ard f Ed¥ca:Λ n.

(27 teacher::) r pr ce::::- rΛen::ed (20 teacher::) e al%a::Λ n prac::Λce, rganΛΛed cla::::r m dΛ::c%::::Λ n:: f the te::::. The::e ere the teacher:: h crea::ed the m :::: learnΛng pp r::%nΛ::Λe:: f r ::%den::::. Se en::een f 27 teacher:: Λ::h a s l%::Λ n- rΛen::ed appr ach ta%gh:: ma::hema::Λc::, hΛle 13 f the 20 teacher:: Λ::h a pr ce::::- rΛen::ed e al%a::Λ n appr ach ta%gh:: D%::ch. The::e re::%l:::: s%gge:::: tha:: ac::%al e al%a::Λ n prac::Λce i:: c n::e::::%alΛΛed. (C n::aΛn:: 5 fΛg%re:: and 39 reference::.) (SLD)

ED 409 371 TM 026 938

BΛblΛ graphQ f A::::e::::men:: Al::erna::Λ e::: P r::f lΛ ::. Inn a::Λ e A::::e::::men::.
SPONS. AGENCY- OffΛce f Ed%ca::Λ nal Re::earch and Impr emen:: (ED), Wa::hΛng:: n, DC.
PUB DATE- Dec 96
NOTE- 117p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC05 Pl%:: P ::::age.
PUB TYPE- Reference Ma::erΛal:: - BΛblΛ graphΛe:: (131),Rep r:::: - E al%a::Λ e/Fea::ΛbΛlΛ::Q (142)
DESCRIPTORS- Ann ::a::ed BΛblΛ graphΛe::; *Ed%ca::Λ nal A::::e::::men::; Elemen::arQ Sec ndarQ Ed%ca::Λ n; *Perf rmance Ba::ed A::::e::::men::; *P r::f lΛ A::::e::::men::; P r::f lΛ :: (Backgr %nd Ma::erΛal::); *Pr fe::::Λ nal De el pmen::; Sc rΛng; *S::%den:: E al%a::Λ n; S%bjec:: Inde¤ Term::; Teacher Ed%ca::Λ n; *Teacher E al%a::Λ n; Te:::: U::e
IDENTIFIERS- *Al::erna::Λ e A::::e::::men::; A%::hen::Λc A::::e::::men::

ThΛ:: ann ::a::ed bΛblΛ graphQ pre::en:::: de::crΛp::Λ n:: f s %rce:: rela::ed t the c n::::r%c::Λ n, u::e, and sc rΛng f p r::f lΛ :: f r a::::e::::men::. B ::h s::%den:: and pr fe::::Λ nal s::aff p r::f lΛ :: are c n::Λdered, a:: are the re::Λcal i::::%e:: and prac::Λcal e¤ample:: f p r::f lΛ u::e. Ar::Λcle:: c er all grade le el:: and manQ s%bjec:: ma::::er area::. There are t   sec::Λ n:: t the bΛblΛ graphQ: the ar::Λcle:: them::el e:: in alphabe::Λcal rder bQ prΛmarQ a%::h r and an inde¤ t help u::er:: fΛnd rele an:: reference::. Each ar::Λcle ha:: been analQΛed acc rdΛng t de::crΛp:: r:: de el ped t make ar::Λcle:: ea::Λer f r u::er:: t fΛnd. D c%men:::: in the bΛblΛ graphQ maQ be b::aΛned fr m the s %rce:: lΛ::::ed f r each en::rQ. The bΛblΛ graphQ lΛ:::::: 233 prΛn:: and 3 elec::r nΛc s %rce::. (SLD)

ED 409 372 TM 026 941

EllΛ ::::, Pamela R.
The U::e f Pr babΛlΛ::Q f Pr fΛcΛencQ Sc re:: in the S::%dQ f Rela::Λ n::hΛp:: be:: een Ed%ca::Λ n IndΛca:: r:: and S::%den:: Ma::hema::Λc:: LearnΛng a:: DΛfferen:: SkΛll Le el::.
PUB DATE- Mar 97
NOTE- 53p.; Paper pre::en::ed a:: the Ann%al Mee::Λng f the AmerΛcan Ed%ca::Λ nal Re::earch A:::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC03 Pl%:: P ::::age.
PUB TYPE- Rep r:::: - E al%a::Λ e/Fea::ΛbΛlΛ::Q (142),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- AcademΛc AchΛe emen::; F ll %p S::%dΛe::; *Ma::hema::Λc:: AchΛe emen::; Na::Λ nal S%r eQ::; *O%::c me:: f Ed%ca::Λ n; *Pr babΛlΛ::Q; *Sc re::; Sec ndarQ Ed%ca::Λ n; S::r%c::%ral Eq%a::Λ n M del::; *Teacher::
IDENTIFIERS- *Ed%ca::Λ nal IndΛca:: r::; Na::Λ nal Ed%ca::Λ n L ngΛ::%dΛnal S::%dQ 1988

Re::earch n fac:: r:: rela::ed t s::%den:: academΛc achΛe emen:: tQpΛcallQ in l e:: the u::e f s me tQpe f t ::al c gnΛ::Λ e their children's support. After looking at five important dimensions of the problem, researchers have concluded that adolescent childbearing costs the country's taxpayers $6.9 billion each year through higher public assistance and medical care costs and the costs of foster care and the justice system that can be linked to adolescent childbearing. A loss in national productivity is also a cost to the nation that is difficult to quantify. This report focuses on young women who have their first child at the age of 17 or younger, but there are many adverse consequences, even though more modest, for older teens who have children. (Contains 12 graphs.) (SLD)

ED 409 390 UD 031 780

Thompson, Stephen P.
Teenage Pregnancy. Opposing Viewpoints Series.
PUB DATE- 97
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescents; Disadvantaged Youth; *Early Parenthood; Economic Factors; Low Income Groups; Poverty; *Pregnancy; Prevention; *Social Problems; Urban Problems; *Urban Youth; *Welfare Recipients
IDENTIFIERS- Welfare Reform

Books in the Opposing Viewpoints series challenge readers to question their own opinions and assumptions. By reading carefully balanced views, readers confront new ideas on the topic of interest. Although some experts believe that the problem of teenage pregnancy has been overstated, other recent studies have led many people to believe that something must be done to address a disturbing trend. Many commentators, especially conservatives, believe that welfare encourages teenage pregnancy, while others disagree that welfare is a cause. Many of these critics point out that teenage pregnancy is a response to poverty and an environment lacking in educational and economic opportunities. The approach adopted by Congress effectively endorses the conservative response to teenage pregnancy. Many argue that removing the safety net of welfare will only result in more poverty and suffering. Divergent viewpoints on adolescent pregnancy and related issues of welfare reform are presented in 27 essays grouped into the following sections: (1) "Is Teenage Pregnancy a Serious Problem?"; (2) "What Factors Contribute to Teenage Pregnancy?"; (3) "How Can Teenage Pregnancy Be Prevented?"; and (4) "What Initiatives Would Reduce Teen Pregnancy?" Each section contains a bibliography of periodical references. A list of 18 organizations to contact for further information is provided. (Contains 34 references.) (SLD)

ED 409 391 UD 031 781

Williams, Mary E., Ed.
Discrimination. Opposing Viewpoints Series.
PUB DATE- 97
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinion Papers/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affirmative Action; Civil Rights; *Minority Groups; *Public Policy; *Racial Differences; Religious Cultural Groups; Sex Differences; *Social Discrimination; Social Problems; State

the so-called urban underclass and there are aspects of life that are successful and productive. In New York City some housing has been abandoned by landlords and taken by the city for taxes. Residents of some of these complexes have taken them over with the City's consent, developed management and rent-collection strategies, and operated successfully for some time. Study of aspects of these tenant-owned cooperatives provides keys to the resilience some urban residents display. Channeling human resources into tenant ownership created involvement and made these programs more successful than programs with less stakeholder participation. The experience of the Edna McConnell Clark Foundation in its "Homebuilders" program confirms the importance of the hidden social ecological dimensions of the lives of the urban poor. An ecological approach to resilience focuses attention on the ways the inner city poor are coping and the strengths the community already has. Unlike interventions in which the program activities and desired outcomes focus on helping the target population find a new niche, programs that improve the quality and outcomes of relationships in the existing ecology are in effect changing that ecology. Programs with the most potential for the improvement of at-risk urban neighborhoods work with highly motivated participants, faced with the threats of real losses, and deal with the strengths and successes in the ecology to build collaborative relationships that respond to community demand. (SLD)

ED 409 411 UD 031 804

Alone No More. Developing a School Support System for Gay, Lesbian and Bisexual Youth.
SPONS. AGENCY- Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.
PUB DATE- May 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Technique (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Counseling; Elementary Secondary Education; *Homophobia; *Homosexuality; School Districts; School Personnel; School Role; School Safety; Self Esteem; *Sex Education; *Social Support Groups; Student Attitudes; *Teacher Attitudes

To provide effective education about AIDS and HIV, schools need to deal with issues of sexuality. The question is not whether, but rather, how to include issues related to homosexuality in school policy, instruction, and student services. This resource booklet has a checklist of factors for school staff to consider at the levels of individual educators, student services practice, classroom, school, and school district. Studies in the fields of education and the social sciences consistently report higher levels of suicide, homelessness, drug abuse, and school absenteeism for gay, lesbian, and bisexual youth. A necessary goal of schools is to foster positive self-esteem in all youth. A first step is for each educator to examine for himself or herself the issues, the benefits of actions that begin to change the school climate, and the consequences of inaction. Each teacher can work in the classroom to create an inclusive, respectful, and safe environment. Student services staff, such as school nurses, social workers, and counselors, need to be aware of issues related to sexual orientation, and

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Attribution Theory; *Cooperative Learning; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; Foreign Countries; Goal Orientation; Information Dissemination; *Inservice Teacher Education; Instructional Effectiveness; Self Efficacy; *Self Evaluation (Individuals); Skill Development; Student Attitudes; Student Motivation; Teacher Attitudes

Three approaches to in-service development for teachers (action research, skills development, and materials dissemination) were compared using a multimethod evaluation design with innovation-specific and general outcome measures for students and teachers. Thirty-three teachers and their students participated in a project to teach students how to evaluate their work. There were no treatment differences on a self-reported use of evaluation procedures, personal teaching efficacy, or in general student outcomes (goal orientations, attributions for success and failure, and self-efficacy). There were two small but statistically significant differences favoring action research: (1) teachers in the action research condition scored higher on outcome expectancy because they had greater access to teachers who had successfully used student self-evaluation to increase student achievement and motivation; and (2) students in the action research condition scored higher on attitudes toward evaluation because their teachers had a better understanding of how to share control of evaluation, a core teacher function. The modest differences were attributable to the short duration of the treatments and to the neglect of student cognitions about self-evaluation. (Contains 9 tables and 72 references.) (Author/SLD)

ED 409 354 TM 026 877

Seong, Tae-Je; And Others
A Comparison of Procedures for Ability Estimation under the Graded Response Model.
PUB DATE- Mar 97
NOTE- 44p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Comparative Analysis; Difficulty Level; *Estimation (Mathematics); Foreign Countries; *Maximum Likelihood Statistics; Sample Size; Statistical Distributions; Test Length
IDENTIFIERS- *Graded Response Model; A Posteriori Methods

This study was designed to compare the accuracy of three commonly used ability estimation procedures under the graded response model. The three methods, maximum likelihood (ML), expected a posteriori (EAP), and maximum a posteriori (MAP), were compared using a recovery study design for two sample sizes, two underlying ability distributions, and three test lengths. Recovery of ability was generally better for longer tests and for the conditions in which ability was matched to test difficulty. ML tended to recover less well than either EAP or MAP, particularly for the short test in the unmatched ability condition. For longer tests, all three methods recovered about equally well. (Contains 8 figures, 8 tables, and 26 score as the final outcome measure. However, in using a total score, it is assumed that variables related to student learning have the same effect on student learning across academic skill levels. Using a subsample from the first follow up to the National Educational Longitudinal Study of 1988 (NELS:88), this study examined the differential effects of between- and within-school indicators on the learning of mathematics at different skill levels. Data was taken from students whose mathematics teachers and school administrators participated in the NELS:88 school survey, for a final student sample of 4,848. Indicators were chosen from data for the student and teacher surveys. The study offers evidence that the relationship between education indicators and academic learning differs depending on the level of skill under investigation. When studying the effects of various inputs and processes of schooling on student learning, the researcher should move away from the strict use of total scores and consider the use of scores that break down student achievement into learning at various levels. An appendix discusses the structural equation model used for the analysis. (Contains 3 figures, 15 tables, and 46 references.) (Author/SLD)

ED 409 373 TM 026 943

Jakwerth, Pamela M.; And Others
Validity in Cross-National Assessments: Pitfalls and Possibilities.
PUB DATE- Mar 97
NOTE- 37p.; Papers presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020), Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Cross Cultural Studies; *Curriculum; Educational Assessment; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *International Education; Meta Analysis; *Test Validity
IDENTIFIERS- Domain Knowledge; Opportunity to Learn; *Third International Mathematics and Science Study

Five interrelated papers that explore the theme of validity within the context of cross-national assessments are grouped in this collection. These papers were presented as a symposium at the annual meeting of the American Educational Research Association. These papers drew on data from the Third International Mathematics and Science Study (TIMSS). The TIMSS involved more than 12,650 schools, 25,300 teachers, and 655,000 students in about 50 countries. A central problem in the evaluation of results of cross-national assessments is that of content validity as evaluated in relation to the specific domain to which test scores are intended to relate. In international assessments, as in national studies, more than one type of domain is of potential interest. Some domains relate to the explicit and implicit intended goals of the curriculum, the "intended" curriculum, and others related to what is actually implemented in the classroom, the implemented curriculum. The degree to which a cross-national assessment reflects a country's curriculum and instruction has great impact on the interpretation of results. The following papers are included: (1) "Opportunity To Learn and the Pitfalls of International Rankings: A Validity Issue"; (2) "Domain Definitions for Curriculum-Sensitive Tests: Improving the Content Validity of Cross-National Assessments"; (3)

Programs
IDENTIFIERS- California

Books in the Opposing Viewpoints series challenge readers to question their own opinions and assumptions. By reading carefully balanced views, readers confront new ideas on the topic of interest. The Civil Rights Act of 1964, which prohibited job discrimination based on age, race, religion, gender, or national origin, provided the groundwork for affirmative action policies. Many critics of affirmative action argue, however, that such measures are no longer necessary because blatant racial discrimination and intolerance have been brought under control. The California Civil Rights Initiative is an example of the type of legislation designed to end affirmative action that is being debated hotly today. The 26 essays in this collection present opposing viewpoints about discrimination in the United States and the best ways to deal with it. They are grouped into the following sections: (1) "Is Discrimination a Serious Problem?"; (2) "What Causes Discrimination?"; (3) "Are Claims of Reverse Discrimination Valid?"; and (4) "How Can Society Put an End to Discrimination?" Each section contains a periodical bibliography, and a list of 19 organizations to contact for further information is attached. (Contains 70 references.) (SLD)

ED 409 392 UD 031 782

Ekeler, William J., Ed.
The Black Student's Guide to High School Success.
PUB DATE- 97
NOTE- 150p.; Foreword by L. Douglas Wilder.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Black Community; *Black Students; *Career Choice; Decision Making; Drug Abuse; *Educational Attainment; Educational Planning; Extracurricular Activities; *High School Students; High Schools; Part Time Employment; Self Esteem; *Study Habits

The selections in this book offer advice on how to get the most out of a high school education by making intelligent and informed decisions in and out of the classroom. The guide features 15 essays geared to the student, each written by a professional or educator. Each is followed by a short essay by a black high school student about his or her experience in overcoming obstacles to success in high school. The following essays are included: (1) "Selecting a High School" (Roland M. Allen); (2) "Planning for the Future: Choosing the Right Field of Study, Faculty, and Counselor" (Ruby C. Delery); (3) "The Politics of High School" (William J. Ekeler); (4) "Opportunities for Success in the Classroom" (Shannon D. Mathews); (5) "Study Habits and Hints" (Margaret Florence); (6) "Athletics" (Willie Hill); (7) "Extracurricular Activities" (Holly A. Robertson); (8) "Leadership In and Out of the Classroom" (Ruby D. Higgins); (9) "Making the Smart Choice: Say No to Drugs, Alcohol, Crime, and Pregnancy" (Wilton A. Barham); (10) "Choosing Your Friends" (Stephen Pemberton); (11) "Black Pride and Self-Esteem" (Vernon L. Farmer); (12) "The Black Community: Community and Religious Involvement" (James Coaxum); (13) "Integration with Others" (LaWanna Gunn-Williams); (14) "Part-time Work: An Education and Opportunity" (Al B. Barron);

theQ need t rk Λ::h indΛ Λd¼al:: and gr ¼p:: t s¼pp r:: all s::¼den::::. Sch l admΛnΛ::::ra:: r:: need t rk f r an accep::Λng and safe sch l en Λr nmen::, and theQ need t rk t en::¼re tha:: the p lΛcΛe:: f the en::Λre dΛ::::rΛc:: pr m ::e accep::ance and s¼pp r::. Ten appendΛ¤e:: pr Λde m re de::aΛled inf rma::Λ n rela::ed t specΛfΛc Λ::::¼e::, a checklΛ:::: f r a::::e::::Λng h m ph bΛa and he::er ::e¤Λ::m in the sch l, a lΛ:::: f 32 re:: ¼rce:: f r f¼r::her inf rma::Λ n, and a lΛ:::: f rganΛΛa::Λ n:: t c n::ac:: f r a::::Λ::::ance. (SLD)

ED 409 412 UD 031 805

S::¼den:: MedΛa:: r':: TraΛnΛng Man¼al.
PUB DATE- 93
NOTE- 68p.; F r the sch l medΛa::Λ n traΛnΛng g¼Λde, see UD 031 806. F r rela::ed man¼al, see UD 031807.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Pl¼:: P ::::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- G¼Λde::/Me::h d::/TechnΛq¼e:: (F r Prac::Λ::Λ ner::) - N n-Cla::::r m U::e (F r AdmΛnΛ::::ra::Λ e and S¼pp r:: S::aff, and f r Teacher::, Paren::::, ClergQ, e::c. in N n-Cla::::r m sΛ::¼a::Λ n::) (055)
DESCRIPTORS- *C nflΛc:: Re:: l¼::Λ n; Elemen::arQ Sch l S::¼den::::; Elemen::arQ Sec ndarQ Ed¼ca::Λ n; *E::hΛc::; Legal Pr blem::; Peer Infl¼ence; Peer Rela::Λ n::hΛp; Sec ndarQ Sch l S::¼den::::; *TraΛnΛng; *Urban Y ¼::h
IDENTIFIERS- *Peer MedΛa::Λ n

MedΛa::Λ n Λ:: a pr ce:::: tha:: enable:: t r m re per:: n:: in a dΛ::p¼::e t fΛnd m¼::¼allQ agreeable s l¼::Λ n:: t theΛr dΛfference:: Λ::h the aΛd f a medΛa:: r. The medΛa:: r d e:: n :: take sΛde::, b¼:: help:: the dΛ::p¼::an:::: c n::Λder theΛr p::Λ n::. MedΛa::Λ n Λ:: v l¼n::arQ, and dΛ::p¼::Λng par::Λe:: m¼:::: agree t par::ΛcΛpa::e. F¼r::herm re, the medΛa:: r d e:: n :: ha e the p er t f rce an agreemen::. Sch l medΛa::Λ n pr gram:: ha e been s::ar::Λng in sch l:: acr :::: the UnΛ::ed S::a::e:: a:: an al::erna::Λ e t tradΛ::Λ nal dΛ::p¼::e re:: l¼::Λ n me::h d::. MedΛa:: r:: in a sch l pr gram are s::¼den:::: h are traΛned in the medΛa::Λ n pr ce:::: and in crΛ::Λcal lΛ::::enΛng skΛll::. ThΛ:: man¼al Λ:: rΛ::::en t traΛn s::¼den:::: in grade:: 5 thr ¼gh 12 t facΛlΛ::a::e the medΛa::Λ n pr ce::::. The f ll Λng chap::er:: are pre::en::ed a:: par:: f the 24 h ¼r:: f traΛnΛng: (1) "In::r d¼c::Λ n t the MedΛa::Λ n Pr ce::::"; (2) "Pre-MedΛa::Λ n S::age"; (3) "MedΛa::Λ n S::age"; (4) "MedΛa::Λ n S::age"; (5) "MedΛa::Λ n S::age and P ::::-MedΛa::Λ n"; (6) "E::hΛcal I::::¼e:: and SpecΛal SΛ::¼a::Λ n::"; (7) "In::egra::ed R leplaQ::"; and (8) "Legal PrΛncΛple::." E¤ercΛ::e:: and ac::Λ Λ::Λe:: are pre::en::ed Λ::h each chap::er, and three r leplaQ:: are incl¼ded. A rela::ed "TraΛner':: G¼Λde" Λ:: de::Λgned t acc mpanQ thΛ:: man¼al t traΛn medΛa:: r traΛner::. (SLD)

ED 409 413 UD 031 806

Sch l MedΛa::Λ n TraΛner':: G¼Λde.
PUB DATE- 93
NOTE- 86p.; F r the s::¼den:: medΛa:: r':: traΛnΛng man¼al, see UD 031 805. F r rela::ed man¼al, see UD 031 807.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Pl¼:: P ::::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- G¼Λde::/Me::h d::/TechnΛq¼e:: (F r Prac::Λ::Λ ner::) - N n-Cla::::r m U::e (F r AdmΛnΛ::::ra::Λ e and S¼pp r:: S::aff, and f r Teacher::, Paren::::, ClergQ, e::c. in N n-Cla::::r m sΛ::¼a::Λ n::) (055)
DESCRIPTORS- *C nflΛc:: Re:: l¼::Λ n; Elemen::arQ Sch l S::¼den::::; Elemen::arQ Sec ndarQ Ed¼ca::Λ n; *E::hΛc::; Legal Pr blem::; Peer Infl¼ence; Peer Rela::Λ n::hΛp; Sec ndarQ Sch l S::¼den::::;

references.) (Author)

ED 409 355 TM 026 878

Rule, David L.; Griesemer, Bonnie A.

Relationships between Harter's Scale of Intrinsic versus Extrinsic Orientation and Bandura's Scale of Self-Efficacy for Self-Regulated Learning.

PUB DATE- 24 Feb 96

NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Cambridge, MD, February 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Elementary School Students; *Factor Structure; Follow up Studies; Grade 6; Intermediate Grades; Learning; *Measures (Individuals); Reliability; *Self Efficacy; *Student Motivation; Validity

IDENTIFIERS- *Bandura (Albert); *Intrinsic Extrinsic Classroom Orientation; Self Regulated Learning

A recent unpublished study by B. Griesemer (1995) studied the relationship between motivation and self-efficacy for learning among 146 sixth graders. Griesemer used two instruments in that study: one to measure intrinsic versus extrinsic motivation composed of three subscales from the Scale of Intrinsic versus Extrinsic Orientation in the Classroom by S. Harter (1980) and the other a subscale measuring self-efficacy for self-regulated learning developed, but not published, by A. Bandura. Results of Griesemer's original study were inconclusive, and she hypothesized that the two instruments may have been measuring aspects of the same construct. The present study is a follow up examination of data from the original study. Reliability and factorial validity were studied for both instruments, and subscale intercorrelations were determined. Results support the idea that the scales do measure aspects of the same underlying construct. Both instruments may be assessing the connection between classroom self-efficacy and learning self-regulation from different perspectives. An appendix presents the unpublished instrument developed by Bandura. (Contains seven tables and seven references.) (SLD)

ED 409 356 TM 026 879

Yepes-Baraya, Mario

Lessons Learned from the Coding of Item Attributes for the 1996 National Assessment of Educational Progress (NAEP) Science Assessment: Grade 4 Results.

SPONS. AGENCY- National Assessment of Educational Progress, Princeton, NJ.

PUB DATE- Mar 97

NOTE- 34p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 252-27, 1997).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Coding; *Elementary School Students; Grade 4; Intermediate Grades; Performance Based Assessment; *Problem Solving; *Science Tests; Test Content; Test Format; *Test Items; Thinking Skills

IDENTIFIERS- Experts; *National Assessment of Educational Progress

The study described in this paper is part of an effort to improve

"Evaluating Test-Curriculum Match: Indices of Content Validity for Curriculum-Sensitive Assessments"; (4) "Item-Topic Clusters, Disaggregation, and Variety of Statistics: Some Approaches to Solving the Validity Dilemma in Cross-National Assessments"; and (5) "Validity Issues in Cross-national Relational Analyses: A Meta-Analytic Approach to Perceived Gender." References, when included, follow the individual papers. (SLD)

ED 409 374 TM 026 945

McNeil, Keith
Directional and Non-directional Hypothesis Testing: A Survey of SIG Members, Journals, and Textbooks.
PUB DATE- Mar 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Editors; *Hypothesis Testing; *Scholarly Journals; *Statistical Significance; Surveys; *Test Use; *Textbook Content; Textbooks
IDENTIFIERS- *Directionality

The use of directional and nondirectional hypothesis testing was examined from the perspectives of textbooks, journal articles, and members of editorial boards. Three widely used statistical texts were reviewed in terms of how directional and nondirectional tests of significance were presented. Texts reviewed were written by: (1) D. E. Hinkle, W. Wiersma, and S. G. Jurs (1994); (2) G. V. Glass and K. D. Hopkins (1996); and (3) R. C. Sprinthall (1990). All three focused on nondirectional tests of significance. While all three texts introduced one-tail (directional) tests of significant, two downplayed its significance. Research methods texts reviewed were by: (1) J. H. McMillan (1992); (2) R. E. Slavin (1992); and (3) R. C. Sprinthall, G. T. Schmutte, and L. Sirois (1991). Directional hypothesis testing was not given as much respect as nondirectional in any of the three texts. A review of 11 issues of "School Science and Mathematics" and 2 issues of the "Journal for Research in Mathematics Education" found nondirectional tests usually used, although the authors made directional conclusions. A survey completed by 10 members of the editorial board of "Multiple Linear Regression," members of the Special Interest Group (SIG), showed strong feelings by 3 board members that directional hypothesis testing should be thoroughly understood and used appropriately. Attachments present three test examples. (Contains three tables and nine references.) (SLD)

ED 409 375 TM 026 946

McNeil, Keith; Newman, Isadore
When the Difference between Two Correlations Can Be Tested by the Interaction between Continuous Variable and a Dichotomous Variable.
PUB DATE- Mar 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

and (15) "The Career Hunt: Putting It All Together" (Deren Finks). (SLD)

ED 409 393 UD 031 783

Howe, Kenneth R.
Understanding Equal Educational Opportunity. "Social Justice, Democracy, and Schooling." Advances in Contemporary Educational Thought, Volume 20.
PUB DATE- 97
NOTE- 163p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Democracy; Educational Testing; *Elementary Secondary Education; *Equal Education; Ethnicity; Liberalism; *Minority Groups; *Participation; Public Schools; *Racial Discrimination; School Choice; School Segregation; *Sex Discrimination; Standards
IDENTIFIERS- *Social Justice

This book is designed to develop a general conceptualization of equality of educational opportunity and to use it to characterize the problems confronting public education in the United States. It is argued that educational opportunities and educational results cannot be disentangled. After an overview in chapter 1, chapter 2, "A Radical Liberal Framework," discusses formal, compensatory, and participatory equality of education. How the participatory interpretation united equality of educational opportunity with democracy and justice is a central theme of the book. Chapter 3, "Gender," documents the inequality of educational results between males and females. In chapter 4, "Multiculturalism," the problem of multicultural education is framed in terms of how to respond to the fact that doing well in school is harder for some groups than others. Chapter 5, "Segregation," discusses segregation between and within schools. In chapter 6, "Testing," various proposals to implement more rigorous standards are evaluated in light of what they mean for equal education. Chapter 7, "School Choice," considers school choice and rationales supporting it. The conclusion summarizes the case for the liberal approach to equal educational opportunity. (Contains 219 references.) (SLD)

ED 409 394 UD 031 784

Leong, Frederick T. L., Ed.
Career Development and Vocational Behavior of Racial and Ethnic Minorities.
PUB DATE- 95
NOTE- 303p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Asian Americans; Behavior Patterns; Blacks; Career Choice; *Career Development; *Counseling; *Ethnic Groups; Hispanic Americans; *Minority Groups; *Multicultural Education; Racial Differences; Vocational Education; *Vocational Interests
IDENTIFIERS- African Americans

This book is designed as a resource for graduate students learning about counseling or counselors and psychologists who provide career counseling to racial and ethnic minorities or who do research with minority groups. The book is divided into sections on "Theory and Research," "Assessment and Intervention," and "Future Directions." The following chapters

*Teacher Ed¼ca∷Λ n; *TraΛnΛng; *Urban Y ¼∷h; W rk∷h p∷

MedΛa∷Λ n i∷ a pr ce∷∷ tha∷ enable∷ t   r m re per∷ n∷ in a dΛ∷p¼∷e t fΛnd m¼∷¼allQ agreeable s l¼∷Λ n∷ t theΛr dΛfference∷ Λ∷h the aΛd f a medΛa∷ r. The medΛa∷ r d e∷ n ∷ take sΛde∷, b¼∷ help∷ the dΛ∷p¼∷an∷∷ c n∷Λder theΛr p∷Λ n∷. MedΛa∷Λ n i∷ v l¼n∷arQ, and dΛ∷p¼∷Λng par∷Λe∷ m¼∷∷ agree t par∷ΛcΛpa∷e. The medΛa∷ r d e∷ n ∷ ha e the p er t f rce an agreemen∷. Sch l medΛa∷Λ n pr gram∷ ha e been s∷ar∷Λng in sch l∷ acr ∷∷ the UnΛ∷ed S∷a∷e∷ a∷ an al∷erna∷Λ e t tradΛ∷Λ nal dΛ∷p¼∷e re∷ l¼∷Λ n me∷h d∷. MedΛa∷ r∷ in a sch l pr gram are s∷¼den∷∷ h are traΛned in the medΛa∷Λ n pr ce∷∷ and in crΛ∷Λcal lΛ∷∷enΛng skΛll∷. ThΛ∷ g¼Λde, hΛch acc mpanΛe∷ a man¼al f r s∷¼den∷∷ in grade∷ 5 thr ¼gh 12 h are learnΛng t bec me s∷¼den∷ men∷ r∷, pr Λde∷ a s¼gge∷∷ed ¼∷lΛne f r traΛner∷ t u∷e in carrQΛng ¼∷ the 24 h ¼r∷ f traΛnΛng f r s∷¼den∷ medΛa∷ r∷. M¼ch f the traΛnΛng tΛme sh ¼ld be spen∷ n r leplaQ∷, and s¼gge∷∷Λ n∷ f r the∷e scenarΛ ∷ are incl¼ded. Rec mmended agenda∷ are pre∷en∷ed ba∷ed n f ¼r 6-h ¼r sch l daQ∷. O er the f ¼r agenda daQ∷, the f ll Λng t pΛc∷ are dΛ∷c¼∷∷ed: (1) in∷r d¼c∷Λ n t the medΛa∷Λ n pr ce∷∷; (2) premedΛa∷Λ n; (3) the medΛa∷Λ n pr ce∷∷e∷ f fac∷fΛndΛng, braΛn∷∷ rmΛng, c llab ra∷Λng, bargaΛnΛng, and cl ∷Λng the agreemen∷; (4) p ∷∷medΛa∷Λ n; (5) e∷hΛcal i∷∷¼e∷ and specΛal sΛ∷¼a∷Λ n∷; (6) r le plaQ∷; and (7)legal i∷∷¼e∷. ThΛr∷een f rm∷ tha∷ maQ be u∷ed in the medΛa∷Λ n pr ce∷∷ are pre∷en∷ed. (SLD)

ED 409 414 UD 031 807

C¼∷r na, CherQl; C leman-WhΛ∷e, DeV nne
VΛ lence Pre en∷Λ n InΛ∷Λa∷Λ e TraΛnΛng Man¼al.
PUB DATE- 95
NOTE- 31p.; F r rela∷ed traΛnΛng man¼al∷, see UD 031 805-806.
LANGUAGE- EnglΛ∷h
EDRS PrΛce- MF01 Pl¼∷ P ∷∷age. PC N ∷ A aΛlable fr m EDRS.
PUB TYPE- G¼Λde∷/Me∷h d∷/TechnΛq¼e∷ (F r Prac∷Λ∷Λ ner∷) - N n-Cla∷∷r m U∷e (F r AdmΛnΛ∷∷ra∷Λ e and S¼pp r∷ S∷aff, and f r Teacher∷, Paren∷∷, ClergQ, e∷c. in N n-Cla∷∷r m sΛ∷¼a∷Λ n∷) (055)
DESCRIPTORS- Anger; *C nflΛc∷ Re∷ l¼∷Λ n; J¼ enΛle J¼∷∷Λce; *Pre en∷Λ n; *S cΛal W rker∷; *TraΛnΛng; *Urban Y ¼∷h; *VΛ lence; W rk∷h p∷; Y ¼∷h Pr gram∷

ThΛ∷ man¼al acc mpanΛe∷ a   rk∷h p f r j¼ enΛle j¼∷∷Λce   rker∷ (pr ba∷Λ n ffΛcer∷, s cΛal   rker∷, c n∷rac∷ pr Λder∷, and c mm¼nΛ∷Q-ba∷ed de∷en∷Λ n pr Λder∷) tha∷ i∷ de∷Λgned t help them under∷∷and c nflΛc∷ and the cQcle f vΛ lence, manage anger and c nflΛc∷, u∷e affΛrma∷Λ n t reΛnf rce p ∷Λ∷Λ e beha Λ r, pr m ∷e skΛll∷ f r s¼cce∷∷, s¼pp r∷ peacemakΛng, and be p ∷Λ∷Λ e r le m del∷. The f ll Λng unΛ∷∷ are incl¼ded: (1) "Wha∷ I∷ C nflΛc∷ "; (2) "C nflΛc∷: Ch Λce∷ and C n∷eq¼ence∷"; (3) "C nflΛc∷ a∷ Y ¼r W rkplace"; (4) "Re∷p n∷e∷ t C nflΛc∷"; (5) "Anger In en∷ rQ"; (6) "Re∷p n∷e∷ t Anger"; (7) "FeelΛng∷"; (8) "P ∷Λ∷Λ n∷, In∷ere∷∷∷, and C mm n Gr ¼nd"; (9) "PlannΛng C n∷∷r¼c∷Λ e Re∷p n∷e∷"; (10) "Bl ck∷ t LΛ∷∷enΛng"; (11) "Ac∷Λ e LΛ∷∷enΛng SkΛll∷"; (12) "LΛ∷∷enΛng E¤ercΛ∷e"; (13) "C mm¼nΛca∷Λ n Bl cker∷--'Y ¼' Me∷∷age∷"; (14) "C mm¼nΛca∷Λng Effec∷Λ elQ--'I' Me∷∷age∷"; (15) "'I' Me∷∷age∷ Prac∷Λce E¤ercΛ∷e"; (16) "ReframΛng"; (17) "Percep∷Λ n"; (18) "SΛ¤-S∷ep C nflΛc∷ Re∷ l¼∷Λ n Pr ce∷∷"; (19) "In∷ere∷∷-Ba∷ed Neg ∷Λa∷Λng"; (20) "G¼Λded R leplaQ." A 39-Λ∷em bΛblΛ graphQ i∷ incl¼ded. (SLD)

ED 409 415 UD 031 808

S¼cce∷∷f¼l Ser Λce∷ f r O¼r ChΛldren and FamΛlΛe∷ a∷ RΛ∷k.

understanding of the science assessment of the National Assessment of Educational Progress (NAEP). It involved the coding of all the items in the 1996 NAEP science assessment, which included 45 blocks (15 each for grades 4, 8, and 12) and over 500 items. Each of the approximately 2,500 students participating in the assessment was given a test booklet with 3 blocks of cognitive items. One was a conceptual/problem solving block, one, a theme block, and the last, a block of items associated with a performance task. Coding the item attributes provides descriptive information for each item, each block, and the whole test. The focus of this paper is on the grade-4 blocks. Nine science experts (two NAEP experts and a science teacher for each grade level) coded the attributes in the assessment according to categories such as knowledge of principles and reasoning with content. In all, 39 attributes were assessed. Results from the coding and block analyses suggest that, overall, the 1996 NAEP science assessment is a balanced assessment with respect to the science fields involved and item format used. Reasoning with content and explanation were the most significant attributes assessed; they were found to be key to successful performance on all three types of item blocks. (Contains 2 figures, 7 tables, and 12 references.) (SLD)

ED 409 357 TM 026 880

Scrams, David J.; Schnipke, Deborah L.
Making Use of Response Times in Standardized Tests: Are Accuracy and Speed Measuring the Same Thing
PUB DATE- Mar 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Testing; Difficulty Level; Item Response Theory; Psychometrics; *Reaction Time; *Standardized Tests; *Test Items; Thinking Skills; *Timed Tests
IDENTIFIERS- *Accuracy; Large Scale Assessment; *Speededness (Tests)

Response accuracy and response speed provide separate measures of performance. Psychometricians have tended to focus on accuracy with the goal of characterizing examinees on the basis of their ability to respond correctly to items from a given content domain. With the advent of computerized testing, response times can now be recorded unobtrusively during operational testing, and this new source of data may provide additional information about examinees. D. Thissen (1983) offered an extension of item response theory that accounts for both accuracy and speed within a single model. Thissen's Timed-Testing model is used in this study as a framework for exploring the relationship between accuracy and speed in three large-scale computerized tests. Data are from computer-administered tests of verbal, quantitative, and reasoning skills involving about 7,000 examinees. Overall relative item easiness accounted for only a small proportion of variability in response times, and neither examinee ability nor item difficulty performed much better. Results are discussed in terms of speededness and the possibility of incorporating speed factors into ability estimation. (Contains 5 figures and 11 references.) (Author/SLD)

ED 409 358 TM 026 882

PUB TYPE- Rep r:::: - E al¼a::Λ e/Fea::ΛbΛlΛ::Q (142),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *C rrela::Λ n; *In::erac::Λ n; *S::a::Λ::::Λcal SΛgnΛfΛcance; Te:::: U::e
IDENTIFIERS- *C n::Λn¼ ¼:: VarΛable::; *DΛch :: m ¼:: VarΛable::; F Te::::

AnalQ::e:: ere c nd¼c::ed t de::ermΛne he::her the t s::a::Λ::::Λcal te::::: f sΛgnΛfΛcance are iden::Λcal. S¼ch dem n::::ra::Λ n:: regardΛng parallel c rrela::Λ nal and analQ::Λ:: f varΛance pr ced¼re:: ha e br ¼gh:: f¼r::her under::::andΛng t each f the d maΛn:: in the pa:::. When a re::earcher i:: in e::::Λga::Λng the rela::Λ n::hΛp be:: een t varΛable:: and thΛnk:: tha:: the rela::Λ n::hΛp maQ be dΛfferen:: f r tÑ s¼bp p¼la::Λ n:: under c n::Λdera::Λ n, tha:: q¼e::::Λ n can be te::::ed. S me te::::: pre::en:: thΛ:: te:::: a:: the te:::: f sΛgnΛfΛcance f r the dΛfference be:: een t c rrela::Λ n::. The te:::: u::e:: the FΛ::cher "Λ" tran::f rma::Λ n n the t sample c rrela::Λ n::. The in::erac::Λ n be:: een a dΛch :: m ¼:: varΛable and a c n::Λn¼ ¼:: varΛable i:: f::en f in::ere::: and can be te::::ed Λ::hΛn the general lΛnear m del appr ach. T e¤ample:: in hΛch the Λ and F re::¼l::: are the same, and t in hΛch theQ are dΛfferen:: are pre::en::ed. F r m ::: prac::Λcal p¼rp ::e::, the t c ncep::¼allQ sΛmΛlar te::::: f sΛgnΛfΛcance ac::¼allQ te:::: slΛgh::lQ dΛfferen:: q¼e::::Λ n::. The re::earch hQp ::he::Λ:: sh ¼ld be s::a::ed clearlQ t a:::¼re u::e f the rΛgh:: te:::: f sΛgnΛfΛcance. (C n::aΛn:: 2 table::, 4 fΛg¼re::, and 16 reference::.) (SLD)

ED 409 376 TM 026 956

L¼nΛ, MarQ E.; O'NeΛll, Th ma:: R.
A L ngΛ::¼dΛnal S::¼dQ f J¼dge LenΛencQ and C n::Λ::::encQ.
PUB DATE- Mar 97
NOTE- 30p.; Paper pre::en::ed a:: the Ann¼al Mee::Λng f the AmerΛcan Ed¼ca::Λ nal Re::earch A::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 Pl¼:: P :::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- HΛgher Ed¼ca::Λ n; *In::erra::er RelΛabΛlΛ::Q; I::em Re::p n::e The rQ; *J¼dge::; L ngΛ::¼dΛnal S::¼dΛe::; *MedΛcal Ed¼ca::Λ n; *Pa::h l gQ; *Sc rΛng
IDENTIFIERS- *FACETS C mp¼::er Pr gram; HΛ::: l gQ; LenΛencQ (Te:::::); *Ra::ch M del

ThΛ:: re::r ::pec::Λ e l ngΛ::¼dΛnal s::¼dQ a:: de::Λgned t sh gradΛng lenΛencQ pa::::ern:: f j¼dge:: Λ::hΛn and acr ::: clΛnΛcal e¤amΛna::Λ n admΛnΛ::::ra::Λ n::. Da::a fr m 17 dΛfferen:: admΛnΛ::::ra::Λ n:: f the hΛ::: l gQ e¤amΛna::Λ n f the AmerΛcan S cΛe::Q f ClΛnΛcal Pa::h l gΛ::::: er 10 Qear:: ere s::¼dΛed. O er the 10 Qear:: there ere 4,683 candΛda::e:: and 57 j¼dge::, f h m 41 pr Λded da::a. M¼l::Λface:: Ra::ch m del technΛq¼e:: and the FACETS pr gram ere u::ed t b¼Λld a benchmark scale and then anch r s¼b::eq¼en:: admΛnΛ::::ra::Λ n::. Re::¼l::: sh tha:: j¼dge:: varQ in theΛr le el:: f lenΛencQ, and tha:: a j¼dge i:: u::¼allQ c n::Λ::::en:: in the applΛca::Λ n f hΛ:: r her le el f lenΛencQ acr ::: e¤amΛna::Λ n admΛnΛ::::ra::Λ n::. An appendΛ¤ de::crΛbe:: the FACETS m del. (C n::aΛn:: 2 table::, 6 fΛg¼re::, and 10 reference::.) (A¼::h r/SLD)

ED 409 377 TM 026 957

L¼nΛ, MarQ E.
Perf rmance E¤amΛna::Λ n::: Techn l gQ f r AnalQ::Λ:: and S::andard Se::::Λng.
PUB DATE- Mar 97

are included: (1) "The Career Development of African Americans: Theoretical and Empirical Issues" (Michael T. Brown); (2) "Theory and Research on Racial and Ethnic Minorities: Hispanic Americans" (Consuelo Arbona); (3) "Career Development of Asian Americans: A Research Area in Need of a Good Theory" (Frederick T. L. Leong and Felicisima C. Serafica); (4) "Applications of Psychological Theories for Career Development with Native Americans" (Marilyn J. Johnson, Jody L. Swartz, and William E. Martin, Jr.); (5) "Career Intervention Strategies and Assessment Issues for African Americans" (Sharon L. Bowman); (6) "Career Behavior of Hispanics: Assessment and Career Intervention" (Nadya A. Fouad); (7) "Career Assessment and Intervention with Asian Americans" (Frederick T. L. Leong and Ruth H. Gim-Chung); (8) "Career Development Assessment and Intervention Strategies with American Indians" (William E. Martin, Jr.); (9) "Toward a Multicultural Theory of Career Development: Prospects and Dilemmas" (Samuel H. Osipow and Eugia M. Littlejohn); and (10) "Career Assessment and Intervention with Racial and Ethnic Minorities" (Nancy E. Betz and Louise F. Fitzgerald). Each chapter contains references. (Contains one figure and two tables.) (SLD)

ED 409 395 UD 031 785

Hones, Donald F.
Resourcefulness, Relationship, Respect: Learning from the Life of a Hmong American.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- 28 Mar 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); *Asian Americans; Cultural Awareness; *Cultural Differences; Foreign Countries; *Hmong People; *Immigrants; *Interpersonal Relationship; Laotians; Life Events; Refugees
IDENTIFIERS- Resource Utilization; *Respect

The experiences of a Hmong man from Laos who has spent 15 years in the United States illustrate the possibilities of being both Hmong and American and demonstrate the acculturation process even as they show what it means to become American. The three values of resourcefulness, relationship, and respect are an integral part of the identity of Shou Cher as Hmong and as an American. Shou Cher left Laos for refugee camps in Thailand with his family in 1979 and subsequently settled in the United States, where he is employed as a community liaison and bilingual staff member at an elementary school. In addition, he is a minister in an evangelical Christian church and a community activist with a special interest in intergenerational conflict among the Hmong. Father of seven school-age children, Shou Cher is an active member of his Hmong clan council. Interviews with Shou Cher himself and with other informants paint a picture of daily life, in which he has displayed great resourcefulness in dealing with difficulties, and in which relationships are central. By showing respect for Hmong traditions and his new religion and culture, Shou Cher provides an example for a new generation of Americans who must look beyond their own traditions to an increasingly diverse society. (Contains 52 references.) (SLD)

PUB DATE- 96
NOTE- 321p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Pl¥:: P ::::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),C llec::ed W rk:: - General (020),Rep r:::: - E al¥a::Λ e/Fea::ΛbΛlΛ::Q (142)
DESCRIPTORS- AcademΛc FaΛl¥re; Ca::e S::¥dΛe::; *ChΛldren; *DΛ::ad an::aged Y ¥::h; Ed¥ca::Λ nal P lΛcQ; Elemen::arQ Sec ndarQ Ed¥ca::Λ n; FamΛlQ Pr gram::; F reΛgn C ¥n::rΛe::; *HΛgh RΛ::k S::¥den::::; *In::egra::ed Ser Λce::; In::erna::Λ nal Ed¥ca::Λ n; *S cΛal Ser Λce::; Urban Y ¥::h
IDENTIFIERS- OrganΛ::a::Λ n f r Ec n mΛc C pera::Λ n De el pmen::

The re::earch rep r::ed in thΛ:: b k de el p:: a theme in::r d¥ced in a pre Λ ¥:: rk p¥blΛ::hed bQ the OrganΛ::a::Λ n f r Ec n mΛc C pera::Λ n and De el pmen::, "O¥r ChΛldren a:: RΛ::k" (1995), hΛch n ::ed the in::egra::Λ n f ser Λce:: a:: a aQ t pr Λde m re effec::Λ e ser Λce:: f r famΛlΛe:: and chΛldren a:: rΛ::k f sch l faΛl¥re. Par:: 1 f thΛ:: b k gΛ e:: a br ad pΛc::¥re f ser Λce:: in::egra::Λ n and a s::¥dQ c nd¥c::ed bQ the Cen::re f r Ed¥ca::Λ nal Re::earch and Inn a::Λ n (CERI) in the f ll Λng chap::er::: (1) "In::r d¥c::Λ n" (Pe::er E an:: and PhΛlΛppa H¥rrell); (2) "In::r d¥cΛng the CERI S::¥dQ" (Pe::er E an:: and PhΛlΛppa H¥rrell); (3) "The Manda::Λng Le el: LegΛ::la::Λ n and P lΛcQ" (Jane:: FrΛedman, Pe::er E an::, and PhΛlΛppa H¥rrell); (4) "S::ra::egΛc, Opera::Λ nal and FΛeld Le el::: The The re::Λcal and Prac::Λcal DΛmen::Λ n:: f In::egra::ed Ser Λce::" (PhΛlΛppa H¥rrell and Pe::er E an::); (5) "S::ra::egΛc, Opera::Λ nal and FΛeld Le el::: The MaΛn O¥::c me::" (PhΛlΛppa H¥rrell and Pe::er E an::); and (6) "PrΛncΛpal C ncl¥::Λ n:: and P lΛcQ Challenge::" (Pe::er E an:: and PhΛlΛppa H¥rrell). Par:: 2 pr Λde:: ca::e s::¥dΛe:: f gÑ d prac::Λce in A¥::::ralΛa, Canada, FΛnland, GermanQ, The Ne::herland::, P r::¥gal, and the UnΛ::ed S::a::e:: tha:: ere c mple::ed in the c ¥r::e f the s::¥dQ f in::egra::Λ n f ser Λce::. In Par:: 3, m re specΛfΛc inf rma::Λ n i:: pr Λded ab ¥:: the la :: and p lΛcΛe:: in 13 par::ΛcΛpa::Λng c ¥n::rΛe::. (C n::aΛn:: 4 table:: and 105 reference::.) (SLD)

ED 409 416 UD 031 809

D¥ckenfΛeld, MΛke
Sch l:: f r CΛ::Λe::.
PUB DATE- 95
NOTE- 158p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01 Pl¥:: P ::::age. PC N :: A aΛlable fr m EDRS.
PUB TYPE- B k:: (010),Rep r:::: - E al¥a::Λ e/Fea::ΛbΛlΛ::Q (142)
DESCRIPTORS- Ad¥l:: Ed¥ca::Λ n; Ed¥ca::Λ nal Change; *Ed¥ca::Λ nal FacΛlΛ::Λe::; Ed¥ca::Λ nal FacΛlΛ::Λe:: De::Λgn; Ed¥ca::Λ nal PlannΛng; Elemen::arQ Sec ndarQ Ed¥ca::Λ n; F reΛgn C ¥n::rΛe::; *F¥::¥re:: (f S cΛe::Q); *G ernmen:: R le; HΛgher Ed¥ca::Λ n; RacΛal DΛfference::; *Sch l Re::::r¥c::¥rΛng; Urban Area::; *Urban Sch l::; V ca::Λ nal Ed¥ca::Λ n
IDENTIFIERS- E¥r pe; OrganΛ::a::Λ n f r Ec n mΛc C pera::Λ n De el pmen::

The Pr gramme n Ed¥ca::Λ nal B¥ΛldΛng (PEB) f the OrganΛ::a::Λ n f r Ec n mΛc C pera::Λ n and De el pmen:: pr m ::e:: the in::erna::Λ nal e¤change f idea::, inf rma::Λ n, re::earch, and e¤perΛence:: in the fΛeld f ed¥ca::Λ nal facΛlΛ::Λe::. ThΛ:: rep r:: a:: in::pΛred bQ a c nference n rene Λng urban sch l:: rganΛΛed bQ the PEB in Bal::Λm re (MarQland) in 1992. I:: dra :: n and b¥Λld:: n the rk f tha:: c nference. The fΛr::: sec::Λ n f the rep r:: i:: an e::::aQ n urban sch l::. The fΛr::: chap::er f the e::::aQ c ncl¥de:: tha:: the rld need:: a vΛ::Λ n f a "learnΛng cΛ::Q" f r the f¥::¥re, and the sec nd f c¥::e:: n sΛ¤

TaQl r, C rrΛ
The Effec:: f Sch l E¤pendΛ::½re:: n the AchΛe emen:: f HΛgh Sch l S::½den:::: E Λdence fr m NELS and the CCD.
PUB DATE- 28 Mar 97
NOTE- 39p.; Paper pre::en::ed a:: the Ann½al Mee::Λng f the AmerΛcan Ed½ca::Λ nal Re::earch A:::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 Pl½:: P :::age.
PUB TYPE- Rep r:::: - E al½a::Λ e/Fea::ΛbΛlΛ::Q (142),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- *AcademΛc AchΛe emen::; *C ::::::; Ed½ca::Λ nal FΛnance; Elemen::arQ Sec ndarQ Ed½ca::Λ n; *E¤pendΛ::½re::; FΛnancΛal S½pp r::; *HΛgh Sch l S::½den::::; HΛgh Sch l::; Na::Λ nal S½r eQ::; Sch l DΛ::::rΛc::::; *SpecΛal Need:: S::½den::::; Table:: (Da::a)
IDENTIFIERS- *C mm n C re f Da::a Pr gram; *Na::Λ nal Ed½ca::Λ n L ngΛ::½dΛnal S::½dQ 1988; Val½e Added M del

ThΛ:: s::½dQ re-e¤amΛne:: the ΛdelQ-held c ncl½::Λ n tha:: "::here i:: n s::r ng r sQ::::ema::Λc rela::Λ n::hΛp be:: een sch l e¤pendΛ::½re:: and s::½den:: perf rmance" (E. A. Han½::hek, 1989). BQ mergΛng three da::a s ½rce:: fr m the Na::Λ nal Cen::er f r Ed½ca::Λ n S::a::Λ::::Λc::--::he Na::Λ nal Ed½ca::Λ n L ngΛ::½dΛnal S::½dQ f 1988 (NELS), the C mm n C re f Da::a (CCD), and a dΛ::::rΛc::-le el Teacher C :::: Inde¤--Λ:: a:: p ::::Λble t te:::: he::her the eak effec:::: f sch l::' fΛ::cal re:: ½rce:: n s::½den:: achΛe emen:: c ½ld be a::::rΛb½::ed t the faΛl½re f pre Λ ½:: s::½dΛe:: t acc ½n:: adeq½a::elQ f r cr :::-dΛ::::rΛc:: varΛa::Λ n:: in the re:: ½rce prΛce:: f ed½ca::Λ nal ser Λce:: and in the pr p r::Λ n f specΛal-need:: s::½den:::: h req½Λre addΛ::Λ nal, m re c ::::lQ, ser Λce::. Da::a fr m all three a e:: f the NELS (16,489 s::½den::::) ere u::ed. A val½e-added s::½den:: achΛe emen:: m del i:: specΛfΛed and e::::Λma::ed u::Λng a varΛe::Q f mea::½re:: a:: the e¤plana:: rQ varΛable f in::ere:::. A p ::Λ::Λ e and s::a::Λ::::ΛcallQ sΛgnΛfΛcan::, al::h ½gh small, rela::Λ n::hΛp be::ñeen hΛgh sch l s::½den::::' academΛc achΛe emen:: and per p½pΛl e¤pendΛ::½re:: a:: f ½nd. H e er, the e::::Λma::ed effec:::: dΛd n :: increa::e apprecΛablQ hen mea::½re f e¤pendΛ::½re:: a:: adj½:::ed t acc ½n:: f r re:: ½rce-c :::: dΛfferen::Λal:: r hen dΛfference:: in the pr p r::Λ n f specΛal-need:: s::½den:::: ere taken in:: acc ½n::. (C n::aΛn:: 3 fΛg½re::, 4 table::, and 25 reference::.) (A½::h r/SLD)

ED 409 359 TM 026 887

C chrane, L rna J.; Sar Qan, Alen ½::h
FΛndΛng E Λdence T S½pp r:: VΛ lence Pre en::Λ n Pr gram::.
PUB DATE- Mar 97
NOTE- 23p.; Paper pre::en::ed a:: the Ann½al Mee::Λng f the AmerΛcan Ed½ca::Λ nal Re::earch A:::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl½:: P :::age.
PUB TYPE- Rep r:::: - Re::earch/TechnΛcal (143),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- C mpara::Λ e AnalQ::Λ::; *C nflΛc:: Re:: l½::Λ n; Ed½ca::Λ nal En Λr nmen::; *Elemen::arQ Sch l S::½den::::; EnglΛ::h; E al½a::Λ n Me::h d::; F reΛgn C ½n::rΛe::; French; Grade 5; In::ermedΛa::e Grade::; In::er Λeñ::; Pre::e:::: P ::::e:::; *Pre en::Λ n; Pr gram E al½a::Λ n; Q½e:::Λ nnaΛre::; Self C ncep::; *SkΛll De el pmen::; *S cΛal C gnΛ::Λ n; Urban Sch l::; *VΛ lence
IDENTIFIERS- Canada; Franc ph ne Ed½ca::Λ n (Canada)

The effec:::: f a c nflΛc:: re:: l½::Λ n pr gram n sch l clΛma::e, s::½den:: self-Λmage, and the u::e f c nflΛc:: re:: l½::Λ n skΛll:: ere s::½dΛed in urban sch l:: in Canada. BenefΛ::: and

NOTE- 24p.; Paper pre::en::ed a:: the Ann¼al Mee::Λng f the Na::Λ nal C ¼ncΛl f Mea::¼remen:: in Ed¼ca::Λ n (ChΛcag , IL, March 25-27, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC01 Pl¼:: P :::age.
PUB TYPE- Rep r::: - De::crΛp::Λ e (Pr gram/Pr jec:: De::crΛp::Λ n::) (141),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- AbΛlΛ::Q; *C mp¼::er A:::Λ::::ed Te::::Λng; *CrΛ::erΛa; *Ed¼ca::Λ nal Techn l gQ; *E::::Λma::Λ n (Ma::hema::Λc::); *Perf rmance Ba::ed A:::e::::men::; ScalΛng
IDENTIFIERS- *FACETS C mp¼::er Pr gram; FaΛr A erage Me::h d; *S::andard Se::::Λng

ThΛ:: paper e¤plaΛn:: the m¼l::Λface:: techn l gQ f r analQΛΛng perf rmance e¤amΛna::Λ n:: and the faΛr a erage me::h d f se::::Λng crΛ::erΛ n s::andard::. The m¼l::ΛdΛmen::Λ nal na::¼re f perf rmance e¤amΛna::Λ n:: req¼Λre:: tha:: m¼l::Λple and f::en dΛfferen:: face::: elemen::: f a candΛda::e':: e¤amΛna::Λ n f rm be acc ¼n::ed f r in the analQ::Λ::. Af::er thΛ:: i:: acc mplΛ::hed, all candΛda::e abΛlΛ::Q e::::Λma::e:: are l ca::ed n the same scale. The faΛr a erage s::andard se::::Λng me::h d, hΛle s¼b::::an::ΛallQ dΛfferen:: fr m m re tradΛ::Λ nal me::h d::, pr Λde:: a crΛ::erΛ n s::andard in a sc re me::rΛc tha:: i:: ea::Q f r m ::: pe ple t under::::and. Ye::, i:: acc ¼n::: f r the infl¼ence f the par::Λc¼lar face::: elemen::: in each te::: f rm, and can be u::ed t e::::ablΛ::h a pa::: p Λn:: tha:: applΛe:: appr prΛa::elQ t all candΛda::e:: regardle::: f the ra::er:: r ta::k:: r pr blem:: n each candΛda::e':: e¤amΛna::Λ n. Perf rmance e¤amΛna::Λ n:: are e¤::remelQ c mple¤ beca¼::e f the n¼mber f p :::Λble e¤amΛna::Λ n f rm:: tha:: maQ cc¼r d¼rΛng an admΛnΛ::::ra::Λ n. The techn l gQ pr Λded bQ c mp¼::er pr gram::, a:: e¤emplΛfΛed bQ the FACETS pr gram, i:: e:::en::Λal t s r::Λng ¼:: the impac:: f each face:: elemen:: n candΛda::e sc re:: and se::::Λng a crΛ::erΛ n s::andard tha:: acc ¼n::: f r the impac:: f all e¤amΛna::Λ n face:::. (C n::aΛn:: t fΛg¼re::, three table::, and nΛne reference::.) (A¼::h r/SLD)

ED 409 378 TM 026 958

W lf, Kenne::h; And O::her::
P r::f lΛ :: in Teacher E al¼a::Λ n.
PUB DATE- Mar 97
NOTE- 29p.; Paper pre::en::ed a:: the Ann¼al Mee::Λng f the AmerΛcan Ed¼ca::Λ nal Re::earch A::: cΛa::Λ n (ChΛcag , IL, March 24-28, 1997).
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 Pl¼:: P :::age.
PUB TYPE- G¼Λde::/Me::h d::/TechnΛq¼e:: (F r Prac::Λ::Λ ner::) - N n-Cla:::r m U::e (F r AdmΛnΛ::::ra::Λ e and S¼pp r:: S::aff, and f r Teacher::, Paren:::, ClergQ, e::c. in N n-Cla:::r m sΛ::¼a::Λ n::) (055),Speeche::, C nference Paper::, "Paper:: Pre::en::ed a::..." (150)
DESCRIPTORS- Elemen::arQ Sec ndarQ Ed¼ca::Λ n; E al¼a::Λ n Me::h d::; *P r::f lΛ A:::e::::men::; P r::f lΛ :: (Backgr ¼nd Ma::erΛal::); *Sc rΛng; *Teacher E al¼a::Λ n; *Te::: C n:::r¼c::Λ n

An er Λe f teachΛng p r::f lΛ :: i:: pre::en::ed s tha:: prΛncΛpal:: and ::her sch l admΛnΛ::::ra:: r:: can make inf rmed ch Λce:: ab ¼:: theΛr u::e. In i::: m ::: ba::Λc f rm, a teachΛng p r::f lΛ i:: a c llec::Λ n f inf rma::Λ n ab ¼:: a teacher':: prac::Λce. I:: bec me:: a s::r¼c::¼red d c¼men::arQ hΛ::: rQ hen i:: i:: s¼pp r::ed bQ reflec::Λ e rΛ::Λng, delΛbera::Λ n, and serΛ ¼:: c n er::a::Λ n. The c n::en::: f teachΛng p r::f lΛ :: can be a:: varΛed a:: the pe ple h c n:::r¼c:: them. T en::¼re tha:: theQ can be e al¼a::ed faΛrlQ, there sh ¼ld be clear c n::en:: s::andard::, and a f c¼:: n a fe keQ area:: f teachΛng, ra::her

ED 409 396 UD 031 786

Rodney, Laxley W., Ed.; Rodney, H. Elaine, Ed.
Collaborating for Family and Community Violence Prevention. National Conference Proceedings (1st, Atlanta, Georgia, October 1-3, 1995).
SPONS. AGENCY- Office of Minority Health (PHS/DHHS), Washington, DC.
PUB DATE- Oct 95
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Black Colleges; Black Students; Blacks; *Community Programs; *Family Programs; Higher Education; *Males; *Minority Groups; *Prevention; Program Implementation; *Violence
IDENTIFIERS- African Americans

This publication contains keynote speeches and remarks from the papers delivered at a Conference on Family and Community Violence Prevention. The Consortium for Research and Practicum on Minority Males has conducted a 3-year federally funded project to study models to prevent minority male violence that have been implemented at historically black colleges and universities (HBCU). The conference allowed the Consortium to showcase the results of this project. Following introductory and welcome remarks and a statement of the conference purpose, the following speeches and remarks are included: (1) "Status of Violence in American: A Focus on the Non-White Male" (Carl C. Bell); (2) "The African-American Male in 1995" (Lee P. Brown); (3) "Violence: Not Our Fault, but Our Problem" (Reuben C. Warren); (4) "Collaborating To Prevent Minority Male Violence" (Louis Stokes); (5) "The Need for an Anti Violence Movement in the United States" (Walter Broadnax); (6) "Hagar, Abram and Sarai: A Biblical Story of Household Violence" (Vashti M. McKenzie); (7) "Be Sure You Become Part of the Solution, Not Simply Part of the Problem" (Clay E. Simpson); (8) "Five Year Project Report: A Series of HBCU Models To Prevent Minority Male Violence" (Laxley W. Rodney); (9) "Violence and Retribution" (Michael B. Murphy); (10) "The Role of Fathers in Violence Prevention" (Charles Ballard). (SLD)

ED 409 397 UD 031 787

Injuries in the School Environment. A Resource Guide. Second Edition.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- Apr 97
NOTE- 46p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accidents; *Child Health; *Educational Environment; Elementary Secondary Education; First Aid; *Injuries; Prevention; *School Safety; Sports Medicine; Violence

Almost 22 million children are injured in the United States each year, and an estimated 10 to 25% of these injuries occur in and around schools. However, the problem of injuries in the school environment is often unrecognized and preventive measures are often ignored. The Children's Safety Network has designed this packet to inform school personnel, other professionals, and parents about the extent of the problem of injury and to stimulate discussion of possible solutions. The following sections are included: (1) "Understanding the Problem"; (2)

theme‼ tha‼ ill¥‼‼ra‼e the c nnec‼Λ n‼ be‼ een ed¥ca‼Λ n and a‼pec‼‼ f ec n mΛc de el pmen‼: (1) in e‼‼Λng t enhance the b¥Λl‼ en Λr nmen‼; (2) m dernΛΛΛng and impr Λng sch l b¥ΛldΛng‼; (3) makΛng m re f ed¥ca‼Λ nal facΛlΛ‼Λe‼; (4) ad¥l‼ learner‼ in c llege‼ and sch l‼; (5) the place f v ca‼Λ nal ed¥ca‼Λ n; and (6) unc ¥plΛng sch l‼ and b¥ΛldΛng‼. The thΛrd chap‼er l k‼ a‼ famΛlΛe‼ and p er‼Q, race and e‼hnΛcΛ‼Q, and crΛme. The f ¥r‼h chap‼er then e¤pl re‼ plannΛng i‼‼¥e‼ in crea‼Λng the learnΛng cΛ‼Q, Λ‼h empha‼Λ‼ n the r le f g ernmen‼. The sec nd sec‼Λ n pre‼en‼‼ nΛne ca‼e s‼¥dΛe‼ ab ¥‼ the ren a‼Λ n f urban sch lΛng in A¥‼‼ralΛa, S eden, GermanQ, the UnΛ‼ed KΛngd m, Greece, the Ne‼herland‼, France, the UnΛ‼ed S‼a‼e‼, and Sc ‼land. The ca‼e s‼¥dQ bΛblΛ graphQ lΛ‼‼‼ nΛne s ¥rce‼. (C n‼aΛn‼ 128 reference‼.) (SLD)

ED 409 417 UD 031 810

DΛne‼, GaΛl, Ed.; H¥meΛ, Jean M., Ed.
Gender, Race and Cla‼‼ in MedΛa. A Te¤‼-Reader.
PUB DATE- 95
NOTE- 648p.
LANGUAGE- EnglΛ‼h
EDRS PrΛce- D c¥men‼ N ‼ A aΛlable fr m EDRS.
PUB TYPE- B k‼ (010),C llec‼ed W rk‼ - General (020),Rep r‼‼ - E al¥a‼Λ e/Fea‼ΛbΛlΛ‼Q (142)
DESCRIPTORS- Ad er‼Λ‼Λng; *C¥l‼¥ral DΛfference‼; HΛgher Ed¥ca‼Λ n; *Ma‼‼ MedΛa; Ma‼‼ MedΛa Effec‼‼; M¥‼Λc; P p¥lar C¥l‼¥re; P¥blΛca‼Λ n‼; *RacΛal DΛfference‼; *Se¤ DΛfference‼; *S cΛal Cla‼‼; *S‼ere ‼Qpe‼; Tele Λ‼Λ n; Te¤‼b k‼; Undergrad¥a‼e S‼¥dQ

ThΛ‼ reader i‼ in‼ended t in‼r d¥ce undergrad¥a‼e‼ t the rΛchne‼‼, s phΛ‼‼Λca‼Λ n, and dΛ er‼Λ‼Q tha‼ charac‼erΛΛe c n‼emp rarQ medΛa sch lar‼hΛp. An ‼her g al i‼ t take the mQ‼‼erQ ¥‼ f the idea f medΛa c¥l‼¥re bQ e¤amΛnΛng i‼‼ pr d¥c‼Λ n, c n‼‼r¥c‼Λ n, and the meanΛng-makΛng pr ce‼‼e‼ thr ¥gh hΛch medΛa imagerQ and me‼‼age‼ help shape ¥r per‼ nal, s cΛal, and p lΛ‼Λcal rld‼. Par‼ 1, "A C¥l‼¥ral S‼¥dΛe‼ Appr ach t Gender, Race, and Cla‼‼ in the MedΛa," in‼r d¥ce‼ the i‼‼¥e‼ thr ¥gh nΛne selec‼Λ n‼. La‼er sec‼Λ n‼ refer t par‼Λc¥lar medΛa f rm‼, a‼ f ll ‼: (1) Par‼ II: "Ad er‼Λ‼Λng" (11 selec‼Λ n‼); (2) Par‼ III: "M de‼ f Se¤¥al Repre‼en‼a‼Λ n--R mance N el‼ and Sla‼her FΛlm‼" (6 selec‼Λ n‼); (3) Par‼ IV: "M de‼ f Se¤¥al Repre‼en‼a‼Λ n 2--P rn graphQ" (10 selec‼Λ n‼); (4) Par‼ V: "TV bQ DaQ" (9 selec‼Λ n‼); (5) Par‼ VI: "TV bQ NΛgh‼" (9 selec‼Λ n‼); and (6) Par‼ VII: "M¥‼Λc VΛde ‼ and Rap M¥‼Λc: C¥l‼¥ral C nflΛc‼ and C n‼r l in the Age f the Image" (7 selec‼Λ n‼). (C n‼aΛn‼ er 1,000 reference‼.) (SLD)

ED 409 418 UD 031 811

Se ell, T nQ
Black Ma‼c¥lΛnΛ‼Λe‼ and Sch lΛng. H Black B Q‼ S¥r Λ e M dern Sch lΛng.
PUB DATE- 97
NOTE- 231p.
LANGUAGE- EnglΛ‼h
EDRS PrΛce- D c¥men‼ N ‼ A aΛlable fr m EDRS.
PUB TYPE- B k‼ (010),Rep r‼‼ - E al¥a‼Λ e/Fea‼ΛbΛlΛ‼Q (142)
DESCRIPTORS- *Black S‼¥den‼‼; C¥l‼¥ral A arene‼‼; C¥l‼¥ral DΛfference‼; *DΛ‼ad an‼aged Y ¥‼h; Ed¥ca‼Λ nal En Λr nmen‼; *Ed¥ca‼Λ nal P lΛcQ; Elemen‼arQ Sec ndarQ Ed¥ca‼Λ n; F reΛgn C ¥n‼rΛe‼; *Male‼; RacΛal DΛ‼crΛmΛna‼Λ n; *S‼ere ‼Qpe‼; S‼¥den‼ A‼‼Λ‼¥de‼; Teacher A‼‼Λ‼¥de‼; Urban Sch l‼; Urban Y ¥‼h

climate and conflict resolution in comparison with other types of violence prevention programs and methods of evaluating violence prevention programs were also studied. The context was grade-5 classrooms of 3 French and 4 English elementary schools in 2 urban areas of a large Canadian city, for a total of 140 students and their teachers. The evaluation design was based on the Key Features Model of J. S. Renzulli (1975) using a quasi-experimental pretest-posttest control group design. Data sources included student and teacher questionnaires and structured interviews with students and teachers. The conflict resolution program, which featured accepting and respecting difference and skills for self-control and communication, was delivered over 10 weeks. Observations supported the positive effects of the program on school climate. Students reported increased self-confidence and an increase in the use of skills specific to conflict resolution. Teachers reported a decrease in interference with teaching, but the value perceived by teachers for the program did not change with the intervention. Implications for future evaluations of violence prevention programs are discussed. (Contains 5 tables and 39 references.) (SLD)

ED 409 360 TM 026 892

Nekowei, Deanna L.
Assessment of Beginning Teacher Performance Utilizing Video Technology.
PUB DATE- 24 Mar 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teachers; Cost Effectiveness; Educational Technology; Elementary Education; *Elementary School Teachers; Holistic Evaluation; *Performance Based Assessment; Performance Factors; *Scoring; *Teacher Evaluation; *Videotape Recordings

A study was conducted to investigate the feasibility of using video as a method of beginning teacher observation. In addition, the study investigated whether or not trained observers (raters) could score beginning teacher performance videotapes reliably using a 4-point holistic scoring scale. To this end, the researcher collected 24 beginning teacher performance videotapes and had 12 elementary school teachers, the raters, score each videotape using a four-point holistic scoring scale that was developed for the study. In sum, it appears that videotape performance assessment that uses a holistic scoring scale is a viable and cost effective method of teacher evaluation. It was also learned that camera condition is not a significant factor in terms of obtaining consistent scores on the performance videotapes. A 20- to 30-minute tape appears to provide ample teacher performance information for obtaining consistent judgments by raters. (Contains 2 figures, 13 tables, and 32 references.) (Author/SLD)

ED 409 361 TM 026 893

Pachnowski, Lynne M.; And Others
Immediate Data: The World Wide Web as a Resource for Teaching Research Methods.
PUB DATE- Feb 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, February 20-22, 1997).
LANGUAGE- English

than the entire curriculum. Requirements for a teaching portfolio should be spelled out clearly so that teachers know the portfolio's objectives. Some examples of teaching portfolios are presented. Their design and use emphasizes the necessity of the following steps in portfolio implementation: (1) define the expectations for teacher performance; (2) clarify the purposes for the portfolio; (3) identify the products for the portfolio; (4) develop the guidelines for portfolio construction; and (5) establish the procedures for portfolio evaluation. (Contains 14 figures and 12 references.) (SLD)

ED 409 379 TM 026 960

Moskal, Barbara
Open-Ended Mathematics Tasks: How Did a Middle School Teacher Interpret and Use Information Acquired through the Examination of Student Responses
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Cognitive Processes; Grade 6; Intermediate Grades; *Mathematics Instruction; Middle Schools; Pilot Projects; *Prediction; *Problem Solving; Student Evaluation; *Student Reaction; *Teacher Expectations of Students
IDENTIFIERS- *Middle School Students; *Open Ended Questions

A pilot study was conducted to examine the information with respect to the modes, references, and relationships that a given teacher acquires through the examination of her students' written responses to open-ended tasks and how the teacher uses that information. The participating teacher taught sixth grade in a public elementary school in a suburban neighborhood. The teacher had been trained in the rating of open-ended tasks according to pre-established criteria as part of a larger project. Tasks requiring computing areas and averaging were administered to students. The teacher was asked to predict how students would perform on each task and to suggest the approaches they would use. The teacher was later interviewed as she examined students' responses to the tasks to complete a Task Knowledge Inventory. The analysis of the teacher's responses suggests that she did have an adequate understanding of the concepts that were assessed in each task. She was aware that the students would use different approaches. The students' responses did offer the teacher information she did not previously possess. She was not able to predict accurately the methods the students would use to solve these problems, and she gained information about the depth of their knowledge and the references they used in problem solving. The bulk of the teacher's attention during the students' acquisition process was on the individual, but her discussion of potential uses was focused on the larger group for instructional decision making. Results suggest that the teacher actually acquired more information about the students through the examination process than she used, especially with regard to students' communication processes. (Contains 6 tables, 8 figures, and 30 references.) (SLD)

ED 409 380 TM 026 966

"Examining the Circumstances"; (3) "What Is Being Done: Selected Examples"; (4) "Sample Data Collection Forms"; and (5) "Further Reading" (a 66-item bibliography). The ratio of injury for males versus females is at 3:1, and 46% of these injuries occurred among 10- to 14-year-olds. The school environment contains a variety of hazards, as vignettes illustrate. Some selected examples of injury prevention programs show how 11 communities, including several urban areas, are addressing aspects of the problem. (Contains 66 references.) (SLD)

ED 409 398 UD 031 788

Ang, Tina, Ed.
Secondary School Science Minority Achievement Registry. Volume I. S3MAR Program Directory 1996-97. Project 3000 by 2000.
SPONS. AGENCY- National Center for Research Resources (NIH), Washington, DC.
PUB DATE- 96
NOTE- 113p.; For a related document, see UD 031 789.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Achievement; American Indians; Blacks; Enrichment; *High School Students; High Schools; Higher Education; Laboratories; Magnet Schools; *Medical Education; Mexican Americans; *Minority Groups; Program Descriptions; Puerto Ricans; *Student Recruitment
IDENTIFIERS- National Institutes of Health

The Association of American Medical Colleges launched Project 3000 by 2000 in November 1991 to address the underrepresentation of Blacks, American Indians, Mexican Americans, and Mainland Puerto Ricans in medical schools. Its aim is to increase the number of under-represented minorities entering medical schools to 3,000 by the year 2000. As part of this initiative, the "Secondary School Science Minority Achievement Registry" (S3MAR) presents in this volume a resource guide containing information about programs serving minority high school students who are interested in the health professions. Each of the programs listed in this guide provides students with substantive classroom or laboratory-based learning opportunities. All programs are at least 4 weeks, full-time, with substantial minority participation. The directory of 92 programs is designed for use by students, parents, teachers, and other educators. States are listed alphabetically, with programs in each state sorted into enrichment, laboratory, magnet, and National Institutes of Health programs. Volume II is a registry containing names, addresses, and career interests of participants in these programs. Volume II is distributed only to educators for student recruitment purposes. (SLD)

ED 409 399 UD 031 789

Project 3000 by 2000. Progress to Date. Year Four Progress Report.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.; Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 96
NOTE- 52p.; For a related document, see UD 031 788.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; American Indians; Blacks; College Students; *Enrollment; High School Students; High Schools; Higher Education; *Medical Education; Mexican Americans; *Minority Groups; Program Descriptions; Puerto

IDENTIFIERS- *Caribbean Islanders; Masculinity; United Kingdom

In British schools, and in the United States, black boys are both the heroes of a street fashion culture that dominates inner cities and students who receive a disproportionate amount of punishment in school. A central theme of this book is that teachers in elementary and secondary schools cannot escape the wider social perceptions about young black males. The emphasis in this exploration is on students of African Caribbean heritage in Britain. Most of the material was gathered through semistructured interviews and observation in an urban school in England. The book opens with a chapter called "Raising the Issues," which is a preliminary study that points out the powerful position of the African Caribbean subculture as both myth and reality in forming school discourses. The second chapter considers teacher responses to African Caribbean students. Chapters 3 to 6 examine the ranges of student responses, as conformists, innovators and retreatists, or rebels. Chapter 7 traces the historic development of Black British subcultures, and chapter 8 looks at how black masculinities are regulated through disciplinary power in the two caricatures of a humbled, emasculated conformity and a destructive rebel. Chapter 9 proposes some practical solutions for teachers and students on the levels of school policy, curriculum, and racial identity development. (Contains 9 tables and 141 references.) (SLD)

ED 409 419 UD 031 812

Root, Maria P. P., Ed.
Filipino Americans: Transformation and Identity.
PUB DATE- 97
NOTE- 352p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian Americans; *Cultural Awareness; Cultural Background; Cultural Differences; Elementary Secondary Education; Ethnic Groups; *Filipino Americans; Racial Discrimination; *Racial Identification; Resilience (Personality); *Social Change; Urban Areas
IDENTIFIERS- United States

Throughout the United States, many Filipino Americans, especially students, are beginning to want to know more about their cultural heritage and future. Overall, there has been very little written to transmit knowledge about Filipino history, ideas, and values, even though Filipinos make up the largest Asian ethnic group in the United States. Compilation of this volume marks the centennial of the beginning of the decline of Spanish rule in the Philippine Islands. People of Filipino heritage have experiences that are very different from those of other Asian American groups in the United States, because of religion, culture, and history. Instead of offering a single perspective on Filipino Americans, the 30 contributors (in 23 selections) to this volume present multiple perspectives that demonstrate the multiple realities of Filipinos in the United States. Social workers, community leaders, health care workers, educators, and social scientists consider ethnic identity, colonization, family relationships, race, and racism. For Filipinos, as for indigenous peoples of the Americas and Hawaii, U.S. paradigms of race are useless. The resilience of Filipinos defies the images that colonists have used to justify domination of the country. References follow each chapter. (SLD)

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches/Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS - *Data Collection; *Databases; Higher Education; Information Dissemination; Research Methodology; *Research Skills; Research Tools; Resource Materials; Surveys; Teaching Guides; Teaching Methods; *World Wide Web

The World Wide Web provides a convenient source of databases and examples of survey resources for those who teach research methods. For example, lottery numbers as sources of data, demographic-based search engines, and surveys and their results can be found on the World Wide Web. These can stimulate discussion and lead to student analyses completed with immediate data. This paper presents some examples of these sources and offers suggestions for their applications in the classroom. The site for the Texas Lotto provides an excellent source of randomly selected raw data and materials for discussion of frequency tables for statistics students. U.S. Census Bureau data are very useful for teaching purposes, as are search engines yielding selected populations. Survey construction can be studied through sites such as that of the Louis Harris Poll or the site for the Wilmington Institute: Trial and Settlement Sciences. The advantages of Web-based databases for teaching include the immediacy of data and the attraction of the format for students. Fifteen resources are listed. (Author/SLD)

ED 409 362 TM 026 895

Barnette, J. Jackson
Effects of Item and Response Set Reversals on Survey Statistics.
PUB DATE - Mar 97
NOTE - 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE - English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches/Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS - Likert Scales; *Reliability; *Responses; *Statistical Analysis; *Surveys; Test Construction; *Test Items
IDENTIFIERS - *Acquiescence; Stem Analysis

The controversy regarding reverse or negatively-worded survey stems has been around for several decades. The practice has been used to guard against acquiescent or response set behaviors. A 20-item, 5-point Likert item survey was designed and the stems and response sets were varied in a 2 by 3 design. One independent variable was type of item stem: one level had all direct-worded stems and the other had, randomly determined, half direct and half reverse-worded stems. The other independent variable was response set type. One level had all response sets going "strongly disagree" (SD) to "strongly agree" (SA), one had all response sets going SA to SD, and the third had, randomly determined, half going SD to SA and half going SA to SD. The surveys were administered to 687 subjects. The form each subject received was determined randomly. Responses were scored so that all were in agreement with the direct or positive form of the item stem. Item means were lower for the all direct-worded surveys compared with the half direct, half reverse-worded stems. The survey with the all direct stems and half SD-SA, half SA-SD response sets had the highest item variance. However, the most important finding was that the survey with the lowest reliability was the one with

Mao, Michael X.; And Others
Student Mobility, Academic Performance, and School Accountability.
PUB DATE- Mar 97
NOTE- 84p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Accountability; Cohort Analysis; Economically Disadvantaged; Elementary Secondary Education; Longitudinal Studies; Low Income Groups; Public Schools; School Districts; School Holding Power; *Student Mobility; Transfer Students; *Transient Children
IDENTIFIERS- *Texas; Texas Assessment of Academic Skills

The magnitude of student mobility was examined in the Texas public schools by reporting how many students are moving, when and where they are moving, and who is moving, and by clarifying the relationships between mobility and academic performance at the individual student, campus, and district levels. While the study's primary focus was on within-year student mobility, the issues also were examined longitudinally by following the Grade-1 students of 1991-92 through the 1995-96 school year. Analyzing data from the Texas Public Education Information Management System and the files of the Texas Assessment of Academic Skills led to the conclusion that there are significant relationships between student mobility, academic performance, and school accountability. Mobile students scored lower on the state-required tests than students who did not move, and this negative relationship became even stronger in schools with high student turnover rates or percentages of economically disadvantaged students. Student turnover rates also were negatively related to both campus and district accountability ratings. Recommendations and future research needs are discussed. Appendixes present the analysis category descriptions and five statistical summary tables. (Contains 9 figures, 14 tables, and 33 references.) (Author/SLD)

ED 409 381 TM 026 967

Stanley, Julian C.; Stumpf, Heinrich
Gender Differences, Especially on Fifty College Board Achievement Tests.
PUB DATE- Apr 97
NOTE- 25p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Washington, DC, April 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; College Entrance Examinations; Correlation; *Course Selection (Students); Follow up Studies; Higher Education; *Scores; *Sex Differences; *Test Results
IDENTIFIERS- *Advanced Placement Examinations (CEEB); *College Board Achievement Tests; College Entrance Examination Board

In a follow-up to findings published by H. Stumpf and J. Stanley (1996), the gender-related differences in enrollment in and scores on the College Board Achievement (SAT II) and Advanced Placement (AP) tests were studied. Differences in scores turned out to be rather stable from 1982 (for the Achievement tests) and 1984 (for the AP tests) through 1996, with 12 of the 21 SAT II tests favoring males and 2 favoring females. The differences in scores on the Achievement Test in American History and the

RΛcan::; *S::¥den:: Recr¥Λ::men::
IDENTIFIERS- Na::Λ nal In::::Λ::¥::e:: f Heal::h

The A:::: cΛa::Λ n f AmerΛcan MedΛcal C llege:: la¥nched Pr jec:: 3000 bQ 2000 in N ember 1991 t addre:::: the under-repre::en::a::Λ n f Black::, AmerΛcan IndΛan::, Me¤Λcan AmerΛcan::, and MaΛnland P¥er:: RΛcan:: in medΛcal sch l::. I:: aΛm i:: t increa::e the n¥mber f under-repre::en::ed mΛn rΛ::Λe:: t en::erΛng medΛcal sch l:: t 3,000 bQ the Qear 2000. SΛnce the pr jec:: began, i:: ha:: bec me clear tha:: the prΛmarQ ca¥::e f mΛn rΛ::Q under-repre::en::a::Λ n in medΛcΛne i:: the scarcΛ::Q f mΛn rΛ::Q applΛcan:::: h are b ::h in::ere::::ed in and academΛcallQ prepared f r the rΛg r:: f heal::h pr fe::::Λ nal and grad¥a::e sch l::. ThΛ:: i:: ba::ed in ed¥ca::Λ nal dΛ::ad an::age:: tha:: dΛ::pr p r::Λ na::elQ affec:: mΛn rΛ::Q c mm¥nΛ::Λe::. Pr jec:: 3000 bQ 2000 b¥Λld:: n and e¤::end:: eff r:::: tha:: ha e been in place f r s me tΛme thr ¥gh m¥l::Λ- in::::Λ::¥::Λ nal c mm¥nΛ::Q-ba::ed ed¥ca::Λ nal par::ner::hΛp::, n ::ablQ the Na::Λ nal Ne:: rk f r Heal::h ScΛence Par::ner::hΛp:: (NESPA) and i:::: Heal::h Pr fe::::Λ n:: Par::ner::hΛp InΛ::Λa::Λ e. SΛnce Pr jec:: 3000 bQ 2000 began in 1991, the n¥mber f under-repre::en::ed mΛn rΛ::Q medΛcal sch l ma::rΛc¥lan:::: ha:: increa::ed bQ 27%. ThΛ:: increa::e i:: largelQ e¤plaΛned bQ change:: in medΛcal sch l accep::ance ra::e:: and ra::e:: f gr ::h in the n¥mber:: f mΛn rΛ::Q applΛcan::::. M :::: f the inΛ::Λa::Λ e:: a:::: cΛa::ed Λ::h Pr jec:: 3000 bQ 2000 are t recen:: t ha e had immedΛa::e impac:: n n¥mber:: f medΛcal sch l applΛcan::::, b¥:: the Pr jec:: ha:: alm :::: cer::aΛnlQ c n::rΛb¥::ed thr ¥gh the heΛgh::ened a arene:::: i:: pr m ::e:: thr ¥gh the::e inΛ::Λa::Λ e::: (1) Heal::h Pr fe::::Λ n:: Par::ner::hΛp InΛ::Λa::Λ e; (2) the NESPA ne ::le::::er; (3) a ne ::le::::er f r hΛgh sch l s::¥den::::; (4) a regΛ::::rQ f pr gram:: f r mΛn rΛ::Q hΛgh sch l s::¥den::::; (5) a dΛrec:: rQ f sch l c rdΛna:: r::; and (6) NESPA On-LΛne In::erne:: re:: ¥rce::. An appendΛ¤ de::crΛbe:: the ::a::¥:: f each f the maj r mΛn rΛ::Q gr ¥p::. (C n::aΛn:: 8 fΛg¥re::, 46 map:: and 18 fΛg¥re:: in the appendΛ¤, and 11 reference::.) (SLD)

ED 409 400 UD 031 790

Ba::::en S¥::an T.; LeΛderman, SallQ A.
PlannΛng an An::Λ-RacΛ::m InΛ::Λa::Λ e. Pr jec:: Change.
SPONS. AGENCY- Le Λ S::ra¥:::: F ¥nda::Λ n, Inc., San FrancΛ::c , CalΛf.
PUB DATE- 95
NOTE- 37p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 Pl¥:: P ::::age.
PUB TYPE- Rep r:::: - E al¥a::Λ e/Fea::ΛbΛlΛ::Q (142)
DESCRIPTORS- C mm¥nΛ::Q In l emen::; *C mm¥nΛ::Q Pr gram::; C pera::Λ n; M¥l::Λc¥l::¥ral Ed¥ca::Λ n; Pr gram De el pmen::; Pr gram Implemen::a::Λ n; *RacΛal BΛa::; *S cΛal Change; TechnΛcal A::::Λ::::ance; TraΛnΛng; *Urban Area::; Urban Pr blem::
IDENTIFIERS- *In::::Λ::¥::Λ nal RacΛ::m

Pr jec:: Change a:: la¥nched bQ the Le Λ S::ra¥:::: F ¥nda::Λ n in 1991 a:: an inΛ::Λa::Λ e t addre:::: racΛal prej¥dΛce and in::::Λ::¥::Λ nal racΛ::m in c mm¥nΛ::Λe:: in hΛch Le Λ S::ra¥:::: & C . had facΛlΛ::Λe::. W rkΛng Λ::h m¥l::ΛracΛal c alΛ::Λ n:: in Alb¥q¥erq¥e (Ne Me¤Λc), El Pa:: (Te¤a::), Vald ::::a (Ge rgΛa), and Kn ¤ Λlle (Tenne::::ee), the F ¥nda::Λ n and the Cen::er f r A::::e::::men:: and P lΛcQ De el pmen:: ha e learned a n¥mber f le:::: n:: ab ¥:: ::ar::Λng a c rp ra::e sp n:: red, c mm¥nΛ::Q-drΛ en, an::Λ-racΛ::m inΛ::Λa::Λ e. C mm¥nΛ::Λe:: need t under::::and h dΛffΛc¥l:: i:: i:: f r m¥l::ΛracΛal gr ¥p:: t be incl¥::Λ e and t reach c n::en::¥:: in a tΛmelQ and effΛcΛen:: aQ. Ta::k f rce:: need a varΛe::Q f pe ple and a grea:: deal f c mm¥nΛ::Q s¥pp r::. A half directed and half-reverse worded items with half SD-SA and half SA-SD response sets, while the survey with the highest reliability was the survey with all direct-worded items with half SD-SA and half SA-SD response sets. This would indicate that the use of a combination of all direct-worded items and half of the response sets going in one direction and half in the other direction may be a better way of guarding against acquiescence and response set behavior. (Contains eight tables and nine references.) (Author/SLD)

ED 409 363 TM 026 898

Viechnicki, Karen J.; And Others
Action Research in a School/University Partnership.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; College Faculty; *College School Cooperation; Curriculum Development; Education Majors; Elementary Education; Elementary School Teachers; Higher Education; Methods Courses; *Partnerships in Education; Public Schools; Student Teachers; Student Teaching; *Teacher Education; Teaching Methods
IDENTIFIERS- *Ohio University; *Preservice Teachers

The Plains Elementary School/Ohio University Partnership Project began in 1991 as a collaborative effort between a university and a public school to restructure the professional development of preservice teachers, elementary school staff, and College of Education faculty. Each year a cohort group of approximately 25 Ohio University junior-level students spend an academic year at an elementary school at which the school's faculty and college teacher educators provide the theoretical frameworks and instruction in teaching strategies that are implemented by preservice teachers in the classroom. Action research is used in the partnership to gather information about student and program performance through two strands in The Plains Project. In one strand, teachers working with the students seek ways to solve classroom problems, and in the other, a university professor attempts to link a curriculum foundations course with work in which preservice teachers are engaged. Experiences of particular student interns illustrate the action research perspective. The action research projects at the Plains School allow both classroom and preservice teachers to place the notion of research into a realistic perspective and to feel a sense of empowerment. (Contains one table and eight references.) (SLD)

ED 409 364 TM 026 902

Schnipke, Deborah L.; Pashley, Peter J.
Assessing Subgroup Differences in Item Response Times.
PUB DATE- Mar 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

AP Computer Science A and AB examinations, however, declined considerably in the period studied here. While there were substantial gains in the numbers of females scoring high on the Physics and Mathematics II Achievement tests, the low enrollments of female students in AP Computer Science A and AB continued to be a matter of concern. As found previously, there was a strong correlation between the percentages of males taking the two sets of tests and the gender-related differences in scores on them. (Contains 3 tables, 3 figures, and 19 references.) (Author/SLD)

ED 409 382 TM 026 968

Whalen, Samuel P.
Assessing Flow Experiences in Highly Able Adolescent Learners.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; *Adolescents; *Competence; Educational Assessment; Elementary School Students; *Evaluation Methods; Experience; Intermediate Grades; Responses; Secondary Education; Secondary School Students; Student Motivation; Test Construction; Test Use; *Test Validity
IDENTIFIERS- Concentration; *Experience Sampling Method; *Flow Theory; Student Engagement

The term "Flow Experiences" refers to periods of deep, intense involvement in activities that challenge but do not overwhelm one's skills. As conceptualized by M. Csikszentmihalyi (1990), Flow represents a distinct state of consciousness that integrates high but effortless concentration, intrinsic motivation, loss of awareness of self and clock time, facile response to challenge, and feelings of competence and freedom. This paper outlines some of the critical issues involved in assessing Flow, along with ways of addressing these issues. It then summarizes a preliminary examination of the validity of an instrument developed to assess activities that provide Flow experiences. One approach to assessing Flow has been the Experience Sampling Method, a naturalistic research method that uses paging devices to capture "snapshots" of momentary experience. Subjects respond about their experiences when they are paged at random. The piloted instrument, the Flow Activities Assessment, uses quoted statements to evoke the Flow experience and identify Flow-related activities. The questionnaire, which considered mathematical and literary activities, was sent to 900 academically talented students attending a summer session sponsored by the Center for Talent Development at Northwestern University (Illinois). Preliminary analysis of responses from 251 students indicate that the instrument discriminates the dominant experiences associated with different activities and helps students assess which activities integrate these experiences toward Flow. As a tool for research the Flow Activities Assessment needs further refinement, but early results support its potential. The instrument is attached. (Contains 1 figure, 3 tables, and 16 references.) (SLD)

ED 409 383 TM 027 832

c mm n appr ach Λll e en::ʉallQ emerge, and th ::e h s::aQ in l ed Λll be able t adap:: theΛr n s::ra::egΛe::. H e er, specΛalΛΛed traΛnΛng and a::::Λ::::ance are nece::::arQ t brΛng c mmʉnΛ::Q repre::en::a::Λ e:: t tha:: p Λn::. C rp ra::e sp n:: r:: need t under::::and tha:: l cal ta::k f rce:: need tΛme t de el p s::ra::egΛe:: and engage par::ΛcΛpan::::. An effec::Λ e ta::k f rce facΛlΛ::a::e:: change. There i:: a r le f r ʉ::::Λde a::::Λ::::ance, bʉ:: i:: i:: imp r::an:: t e::::ablΛ::h l cal ner::hΛp f the inΛ::Λa::Λ e pr mp::lQ. The c rp ra::e sp n:: r can be a ca::alQ::::, bʉ:: the c mmʉnΛ::Q mʉ:::: be in charge ul::Λma::elQ. E¤perΛence:: a:: the f ʉr pr jec:: sΛ::e:: sh the challenge:: an::ΛracΛ::m pr gram:: face, bʉ:: theQ al:: re eal the p ::en::Λal f the::e inΛ::Λa::Λ e:: f r c mmʉnΛ::Q impr emen::. (SLD)

ED 409 401 UD 031 791

EΛnbΛnder, Sʉ::an; And O::her::
J b::, Welfare and H mele::::ne::::.
PUB DATE- Jʉl 95
NOTE- 41p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC02 Plʉ:: P ::::age.
PUB TYPE- Rep r:::: - E alʉa::Λ e/Fea::ΛbΛlΛ::Q (142)
DESCRIPTORS- Dem graphQ; DΛ::ad an::aged Y ʉ::h; *Ec n mΛc Fac:: r::; *Edʉca::Λ n W rk Rela::Λ n::hΛp; *Empl Qmen:: Pa::::ern::; *H mele:::: Pe ple; J b TraΛnΛng; Lab r F rce; L Inc me Gr ʉp::; *P er::Q; Urban Area::; Urban Pr blem::; *Welfare RecΛpΛen::::
IDENTIFIERS- *CalΛf rnΛa; Ref rm Eff r::::; Welfare Ref rm

ThΛ:: rep r:: pr Λde:: bjec::Λ e inf rma::Λ n ab ʉ:: the rela::Λ n::hΛp f p er::Q, elfare, and h mele::::ne:::: t CalΛf rnΛa'::regΛ nal ec n mQ and ab ʉ:: the de::Λgn f pr gram:: tha:: help pe ple in p er::Q bʉΛld rkΛng lΛ e::. CalΛf rnΛa d e:: n :: ha e en ʉgh j b:: f r i:::: rkf rce, and elfare ca::el ad:: are c n::eqʉen::lQ de::ermΛned bQ the ec n mQ. The se erΛ::Q f CalΛf rnΛa'::cʉrren:: rece::::Λ n i:: tΛed t the declΛne in the manʉfac::ʉrΛng and c n::::rʉc::Λ n sec:: r::. The sharp declΛne in aer ::pace and hΛgh-techn l gQ j b:: ha:: affec::ed manQ ccʉpa::Λ nal specΛal::Λe:: tha:: reqʉΛre manQ Qear:: f edʉca::Λ n and e¤perΛence. In addΛ::Λ n, in CalΛf rnΛa, and in L :: Angele:: in par::Λcʉlar, there are fe ccʉpa::Λ n:: here there i:: n :: alreadQ an a aΛlable p l f hΛghlQ traΛned and e¤perΛenced rker:: h are seekΛng rk. The sec::Λ n:: c ered in thΛ:: rep r:: are a:: f ll ::: (1) The Rece::::Λ n Tha:: Refʉ::e:: T Lea e; (2) Welfare Ca::el ad:: De::ermΛned bQ Ec n mQ, N :: W rk E::hΛc; (3) ChallengΛng MQ::h:: ab ʉ:: Welfare RecΛpΛen::::; (4) The Need f r Safe::Q Ne:: Pr gram::; The E¤perΛence f MΛchΛgan; (5) Pr p ::ed Welfare Change:: P r::end Harm f r the Maj rΛ::Q f RecΛpΛen::::--ChΛldren; and (6) H mele:::: J b Seeker:: Ha e SkΛll:: bʉ:: Need S::abΛlΛ::Q T Be J b ReadQ. (C n::aΛn:: 26 reference:: and 8 fΛgʉre::.) (SLD)

ED 409 402 UD 031 792

AffΛrma::Λ e Ac::Λ n: A C ʉr::e f r the Fʉ::ʉre. AffΛrma::Λ e Ac::Λ n Ta::k F rce f r the S::ʉdQ "Ne DΛrec::Λ n::: AfrΛcan AmerΛcan:: in a DΛ er::ΛfQΛng Na::Λ n."
PUB DATE- Aʉg 96
NOTE- 55p.
LANGUAGE- EnglΛ::h
EDRS PrΛce- MF01/PC03 Plʉ:: P ::::age.
PUB TYPE- Rep r:::: - E alʉa::Λ e/Fea::ΛbΛlΛ::Q (142)
DESCRIPTORS- *AffΛrma::Λ e Ac::Λ n; C llege AdmΛ::::Λ n; De::egrega::Λ n Me::h d::; *Edʉca::Λ nal Opp r::ʉnΛ::Λe::; Eqʉal Edʉca::Λ n; *Eqʉal Opp r::ʉnΛ::Λe:: (J b::); Fʉ::ʉre:: (f S cΛe::Q); HΛgher Edʉca::Λ n; MΛn rΛ::Q Gr ʉp::; *RacΛal DΛ::crΛmΛna::Λ n;

DESCRIPTORS- *Computer Assisted Testing; Data Analysis; English; *Item Bias; Language Dominance; Performance Factors; Regression (Statistics); Research Methodology; *Responses; Test Items; *Timed Tests

IDENTIFIERS- High Stakes Tests; Item Bias Detection; *Subgroups; *Survival Analysis

Differences in test performance on time-limited tests may be due in part to differential response-time rates between subgroups, rather than real differences in the knowledge, skills, or developed abilities of interest. With computer-administered tests, response times are available and may be used to address this issue. This study investigates procedures for identifying possible subgroup differences in response times from a computer-administered test. Based on the results, it appears that survival analysis methodology is useful for uncovering subgroup differences in response time rates. Data from a national high-stakes computer-administered (but not adaptive) reasoning test were used. Data from 6,306 test takers who said that English was their best language and 462 test takers who said that English was not their best language were analyzed with parametric (Cox regression) and nonparametric (Wilcoxon test) approaches. Significant differences between response times across the two subgroups were found, although this does not necessarily imply that particular items should have been identified as having differential item functioning. (Contains 3 tables, 3 figures, and 11 references.) (Author/SLD)

Campbell, Jay R.; Voelkl, Kristin E.; Donahue, Patricia L.
NAEP 1996 Trends in Academic Progress. Achievement of U.S. Students in Science, 1969 to 1996; Mathematics, 1973 to 1996; Reading, 1971 to 1996; Writing, 1984 to 1996.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 97
NOTE- 350p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Educational Trends; Elementary Secondary Education; Mathematics Achievement; Measurement Techniques; National Surveys; *Outcomes of Education; Racial Differences; Reading Achievement; Science Education; Sex Differences; Student Characteristics; Tables (Data); *Trend Analysis; Writing (Composition)
IDENTIFIERS- *National Assessment of Educational Progress

Measuring students' progress toward higher achievement has been the purpose of the National Assessment of Educational Progress (NAEP) since its inception in 1969. Students in public and nonpublic schools have been assessed in various subject areas on a regular basis, and the NAEP has also collected information about background variables that provide a context for interpreting assessment results and documenting the implementation of educational reform. Sections of this report present the results of science, mathematics, reading, and writing trend assessments, charting trends back to the first year in which each assessment was given. Trends in average performance over these time periods are discussed for students at ages 9, 13, and 17 for science, mathematics, and reading assessments, and for students in grades 4, 8, and 11 for the writing assessment. Trends in average performance differences between White and Black students, White and Hispanic students, and male and female students are also discussed. The overall pattern of science performance is one of early decline followed by recent improved performance. Nevertheless, the average 1996 score remains lower than that of 1969. In mathematics, trends indicate overall improvement across the assessment years, while in reading the pattern of average increases from 1971 through 1988 has not been sustained into the 1990s. In writing, the eleventh-grade trend has been downward, while eighth-grade scores have shown little consistency, and fourth-grade scores have changed little across the assessment years. A procedural appendix and data appendixes for each of the subject areas are attached. (Contains 40 figures and 42 tables.) (SLD)

*Re er∷e DΛ∷crΛmΛna∷Λ n; Se¤ DΛ∷crΛmΛna∷Λ n; S cΛal Pr blem∷

A prΛmarQ s cΛal dΛlemma t daQ i∷ tha∷ cꝟrren∷ s∷ra∷egΛe∷ ha e led t the percep∷Λ n tha∷ affΛrma∷Λ e ac∷Λ n fa r∷ s me p pꝟla∷Λ n gr ꝟp∷ a∷ the e¤pen∷e f ∷her∷, tha∷ in a sen∷e i∷ u∷e∷ ne f rm f dΛ∷crΛmΛna∷Λ n t c mba∷ an ∷her. I∷ i∷ e∷∷en∷Λal t rec n∷Λder affΛrma∷Λ e ac∷Λ n s∷ra∷egΛe∷ t implemen∷ th ∷e tha∷ are m ∷∷ appr prΛa∷e f r t daQ and m ∷∷ lΛkelQ t le∷∷en racΛal ten∷Λ n∷ hΛle en∷ꝟrΛng eqꝟalΛ∷Q. Re∷earch pr Λde∷ n fΛndΛng∷ t sꝟpp r∷ the claΛm tha∷ affΛrma∷Λ e ac∷Λ n ha∷ c n∷rΛbꝟ∷ed t gr Λng inc me gap∷ in the black c mmꝟnΛ∷Q. PꝟblΛc sꝟpp r∷ f r eqꝟal pp r∷ꝟnΛ∷Q ha∷ remaΛned c n∷∷an∷, bꝟ∷ pp ∷Λ∷Λ n ha∷ increa∷ed f r p lΛcΛe∷ tha∷ s me perceΛ e a∷ preferen∷Λal trea∷men∷. H e er, p ll∷ indΛca∷e tha∷ pꝟblΛc sꝟpp r∷ i∷ increa∷Λng f r mea∷ꝟre∷ sꝟch a∷ edꝟca∷Λ n and traΛnΛng pr gram∷ t help men and mΛn rΛ∷Λe∷ c mpe∷e m re sꝟcce∷∷fꝟllQ. Am ng thΛ∷ Ta∷k F rce'∷ rec mmenda∷Λ n∷ are s me aΛmed a∷ s∷reng∷henΛng legal enf rcemen∷ agaΛn∷∷ dΛ∷crΛmΛna∷Λ n. In the area f edꝟca∷Λ n and traΛnΛng, an imp r∷an∷ rec mmenda∷Λ n i∷ tha∷ sꝟpp r∷ be increa∷ed f r all s cΛallQ and ec n mΛcallQ dΛ∷ad an∷aged indΛ Λdꝟal∷. An ∷her sꝟgge∷∷Λ n i∷ tha∷ c llege∷ and unΛ er∷Λ∷Λe∷ sh ꝟld be enc ꝟraged t pꝟr∷ꝟe theΛr n v lꝟn∷arQ eff r∷∷ f r s∷ꝟden∷ dΛ er∷Λ∷Q, Λ∷h race and gender c n∷Λdered am ng ∷her crΛ∷erΛa. AddΛ∷Λ nal sꝟgge∷∷Λ n∷ are made f r g ernmen∷ c n∷rac∷Λng and p lΛcQ decΛ∷Λ n∷. (C n∷aΛn∷ 60 reference∷.) (SLD)

ED 409 403 UD 031 793

The Fea∷ΛbΛlΛ∷Q f PꝟblΛclQ Fꝟnded Re∷Λden∷Λal Edꝟca∷Λ n in Penn∷Ql anΛa. S∷aff AnalQ∷Λ∷ Pꝟr∷ꝟan∷ t H ꝟ∷e Re∷ lꝟ∷Λ n 43 f 1995.

PUB DATE- Oc∷ 95

NOTE- 88p.

LANGUAGE- EnglΛ∷h

EDRS PrΛce- MF01/PC04 Plꝟ∷ P ∷∷age.

PUB TYPE- Legal/LegΛ∷la∷Λ e/Regꝟla∷ rQ Ma∷erΛal∷ (090),Rep r∷∷ - E alꝟa∷Λ e/Fea∷ΛbΛlΛ∷Q (142)

DESCRIPTORS- *DΛ∷ad an∷aged Y ꝟ∷h; Ec n mΛc Fac∷ r∷; FΛnancΛal Sꝟpp r∷; MΛn rΛ∷Q Gr ꝟp∷; Pr gram De el pmen∷; *PꝟblΛc Sch l∷; *Re∷Λden∷Λal In∷∷Λ∷ꝟ∷Λ n∷; Sec ndarQ Edꝟca∷Λ n; *S∷a∷e LegΛ∷la∷Λ n; Urban Pr blem∷; *Urban Y ꝟ∷h

IDENTIFIERS- *Penn∷Ql anΛa

Penn∷Ql anΛa'∷ H ꝟ∷e Re∷ lꝟ∷Λ n 43 f 1995 dΛrec∷∷ the J Λn∷ S∷a∷e G ernmen∷ C mmΛ∷∷Λ n t rep r∷ t the General A∷∷emblQ n the fea∷ΛbΛlΛ∷Q f crea∷Λng a v lꝟn∷arQ re∷Λden∷Λal sch l pr gram f r dΛ∷ad an∷aged chΛldren. The C mmΛ∷∷Λ n a∷∷embled a W rkΛng Gr ꝟp t c n∷Λder thΛ∷ i∷∷ꝟe, and the gr ꝟp f cꝟ∷ed n p r chΛldren lΛ Λng in hΛgh crΛme area∷ h face threa∷∷ t theΛr em ∷Λ nal and phQ∷Λcal safe∷Q a∷ h me, in sch l, and in the c mmꝟnΛ∷Q. Re∷Λden∷Λal sch l∷ de∷Λgned f r the targe∷ed gr ꝟp chΛldren ꝟld pr Λde safe and ∷able en Λr nmen∷∷ here theQ c ꝟld learn and achΛe e t theΛr be∷∷ abΛlΛ∷Q. The rkΛng gr ꝟp al∷ c n∷Λdered al∷erna∷Λ e∷ tha∷ ꝟld u∷e e¤Λ∷∷Λng prΛ a∷e b ardΛng sch l∷ and e∷∷ablΛ∷h safe d rmΛ∷ rΛe∷ f r pꝟblΛc sch l∷. The∷e al∷erna∷Λ e∷ ere rejec∷ed in rder t pr Λde the be∷∷ p ∷∷Λble en Λr nmen∷, ma¤ΛmΛΛe the nꝟmber f par∷ΛcΛpan∷∷, and facΛlΛ∷a∷e admΛnΛ∷∷ra∷Λ e c n∷r l. FꝟndΛng f r the ne re∷Λden∷Λal pr gram ꝟld be pr Λded bQ the C mm n eal∷h (∷∷a∷e) thr ꝟgh an appr prΛa∷Λ n and the hΛgh sch l tꝟΛ∷Λ n charge f r each s∷ꝟden∷. AddΛ∷Λ nal fꝟndΛng i∷ an∷ΛcΛpa∷ed fr m bꝟ∷Λne∷∷ c n∷rΛbꝟ∷Λng under a ta¤ credΛ∷ pr gram, fr m charΛ∷able f ꝟnda∷Λ n∷, and thr ꝟgh challenge gran∷∷ i∷∷ꝟed bQ the C mm n eal∷h. The pr p ∷ed pr gram ꝟld

AUTHOR INDEX
ED 408 416

RIE VOL.32 NO.11
NOVEMBER 1997

FROM:ABBAS, ABDU
TO:ZUCKERMAN,

0004

Abbas, Abdullah

The Use of Journals in Science Teaching and Learning for Prospective Teachers: An Active Tool for Students' Reflections.
11p. 1mf. L1 ED 409 182

Abrahamsohn, Maureen Alison

Deconstruction for Reconstruction as a Way to Better Writing.
18p. 1mf. L1 ED 408 849

Abramdt, Madeleine

Learning Physiotherapy: The Impact of Formal Education and Professional Experience. Linkoping Studies in Education and Psychology, No. 50.
189p. 2mf. L1 ED 408 902

Abramson, Mike, Ed.

Further and Higher Education Partnerships. The Future for Collaboration.
220p. 0mf. L3 ED 408 421

Adams, David Wallace

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405p. 0mf. L3 ED 409 136

Adams, Simon

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304p. 0mf. L3 ED 409 262

Adcock, Eugene P.

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19p. 1mf. L2 ED 409 330

Adey, Philip S.

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13p. 1mf. L1 ED 408 672

Agalianos, Angelos S.

Towards a Sociology of Educational Computing.
32p. 1mf. L1 ED 409 004

Agus, Shawn

The Restaurant at the Beginning of the Universe: Exploring the Wonderments of the World through Physics.
160p. 2mf. L2 ED 409 177

Akintunde, Omowale

The Effects of Using Rapping To Teach Selected Musical Forms to Urban African American Middle School Students.
29p. 1mf. L1 ED 408 615

Ca ana¼gh, [illegible]:er:: F.

T ard:: a M del f Sch l C¼l::¼re.
21p. 1mf. L1 ED 408 687

Cen::¼rΛ n, HenrQ

La lΛ::era::¼ra infan::Λl en e::pan l en la cla::e bΛlΛng¼e (ChΛldren':: LΛ::era::¼re in SpanΛ::h in the BΛlΛng¼al Cla:::).
10p. 1mf. L1 ED 408 839

Ch'Λ, H::Λ-::heng

T ard a Gl bal C mm¼nΛ::Q f Sch lar::. The SpecΛal Par::ner::hΛp be:: een the CarnegΛe F ¼nda::Λ n f r the Ad ancemen:: f TeachΛng and ChΛna':: Na::Λ nal Cen::er f r Ed¼ca::Λ n De el pmen:: Re::earch, 1988-1997.
91p. 1mf. L2 ED 408 926

Chalmer::, DenΛ::e

TeachΛng f r LearnΛng a:: UnΛ er::Λ::Q: The rQ and Prac::Λce. TeachΛng and LearnΛng in HΛgher Ed¼ca::Λ n SerΛe::.
164p. 0mf. L3 ED 408 917

Chalmer::, F. Graeme

Celebra::Λng Pl¼ralΛ::m: Ar::, Ed¼ca::Λ n, and C¼l::¼ral DΛ er::Λ::Q. Occa::Λ nal Paper 5.
107p. 2mf. L2 ED 409 256

Chamber::, Be:::e

The Challenge:: f Implemen::Λng S¼cce::: f r All in a CanadΛan C n::e:::.
25p. 1mf. L1 ED 409 095

ChaneQ, Ann L.

TeachΛng Oral C mm¼nΛca::Λ n in Grade:: K-8.
325p. 0mf. L3 ED 408 637

Chang, S¼k-JΛn

K rean. L nd n OrΛen::al and AfrΛcan Lang¼age LΛbrarQ.
268p. 0mf. L3 ED 408 834

Chang, Te-Sheng

The Err r f Acc¼racQ f r T Regre:::Λ n TechnΛq¼e::: D e:: P::Qch me::rΛc ParallelΛ::m Ma:::er
38p. 1mf. L1 ED 409 325

Chapman, ChrΛ::

S::¼den:: In::ere::: in Na::Λ nal Neñ:: and I::: Rela::Λ n t Sch l C ¼r::e::. S::a::Λ:::Λc:: in BrΛef.
11p. 1mf. L1 ED 408 619

Chen, G¼ -MΛng

DΛmen::Λ n:: f DΛffΛc¼l::Λe:: MaΛnland ChΛne::e S::¼den::: Enc ¼n::er in the UnΛ::ed S::a::e::.
15p. 1mf. L1 ED 408 635

FarleQ, T m C.

Idah K-8 Ma∷hema∷Λc∷ C ¥r∷e f S∷¥dQ G¥Λde: A G¥Λde f r
E¤cellence in Ma∷hema∷Λc∷ Ed¥ca∷Λ n. Upda∷e.
69p. 1mf. L1 ED 409 202

Idah Sec ndarQ Ma∷hema∷Λc∷ C ¥r∷e f S∷¥dQ G¥Λde: A G¥Λde f r
E¤cellence in Ma∷hema∷Λc∷ Ed¥ca∷Λ n. Upda∷e.
46p. 1mf. L1 ED 409 203

Fehn, Br¥ce

HΛ∷∷ rΛcal ThΛnkΛng AbΛlΛ∷Q am ng Talen∷ed Ma∷h and ScΛence
S∷¥den∷∷: An E¤pl ra∷ rQ S∷¥dQ.
37p. 1mf. L1 ED 409 169

Fell Ñ∷, MarΛan

ScrΛp∷ Ea∷e: A S∷ep-bQ-S∷ep G¥Λde fr m Man¥∷crΛp∷ t CallΛgraphQ.
66p. 0mf. L3 ED 408 606

Fel∷er, Pa¥l

TakΛng O ner∷hΛp f Change: R le f the Pr fe∷∷ rΛa∷e f r the
21∷∷ Cen∷¥rQ.
21p. 1mf. L1 ED 408 896

Fen∷er, Glen F.

Ma¤ΛmΛΛΛng the C n∷¥l∷an∷ C mp nen∷ f E al¥a∷Λ n VΛ∷Λ∷∷ f r
CandΛdacQ In∷∷Λ∷¥∷Λ n∷.
6p. 1mf. L1 ED 409 064

FenÑΛck, Tara J.

A CrΛ∷Λcal In e∷∷Λga∷Λ n f the Pr blem∷ Λ∷h Pr blem-Ba∷ed
LearnΛng.
27p. 1mf. L1 ED 409 272

FenΛel, L. MΛckeQ

Al∷erna∷Λ e M del f r Urban MΛddle Le el Sch lΛng: An
E al¥a∷Λ n S∷¥dQ.
22p. 1mf. L1 ED 409 387

Fe ell, Pa∷rΛcΛa J.

VΛr∷¥al C ¥r∷e∷ and VΛ∷¥al MedΛa.
7p. 1mf. L1 ED 408 965

FΛdelman, MΛle∷ R.

All-O¥∷ In∷erne∷ Acce∷∷: The CambrΛdge P¥blΛc LΛbrarQ M del.
Techn l gQ TraΛlblaΛer∷ SerΛe∷.
105p. 0mf. L3 ED 409 018

FΛe∷∷er, LeΛla

HealΛng Frac∷¥red LΛ e∷: H   Three Sch l-Ba∷ed Pr jec∷∷
Appr ach VΛ lence Pre en∷Λ n and Men∷al Heal∷h Care.
78p. 1mf. L1 ED 408 542

FΛnneQ, Rachel ElaΛne

Howe, Kenneth R.

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Howe, Richard D.

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Papapa l ¥, Andrea:: N.

A:::A::¥de:: T ard:: M dΛfΛca::Λ n:: in the Or::h graphΛc Repre::en::a::Λ n f M dern Greek.
21p. 1mf. L1 ED 408 855

Parkh¥r:::, ChrΛ:::Λne

ScrΛp:: Ea::e: A S::ep-bQ-S::ep G¥Λde fr m Man¥::crΛp:: t CallΛgraphQ.
66p. 0mf. L3 ED 408 606

Par:: n::, JΛm

A CrΛ::Λcal In e:::Λga::Λ n f the Pr blem:: Λ::h Pr blem-Ba::ed LearnΛng.
27p. 1mf. L1 ED 409 272

Pa::chall, Alber:: A., Ed.

DΛrec:: rQ f Pr gram:: f r PreparΛng IndΛ Ad¥al:: f r Career:: in SpecΛal Ed¥ca::Λ n. 1997 EdΛ::Λ n.
272p. 3mf. L1 ED 408 799

Pa::hleQ, Pe::er J.

A:::e:::Λng S¥bgr ¥p DΛfference:: in I::em Re::p n::e TΛme::.
19p. 1mf. L1 ED 409 364

Pa lΛ::cak, Pamela

Inf rma::Λ n Techn l gQ in H¥manΛ::Λe:: Sch lar::hΛp: AchΛe emen:::, Pr ::pec:::, and Challenge::. The UnΛ::ed S::a::e:: F c¥::. ACLS Occa::Λ nal Paper N . 37.
55p. 1mf. L1 ED 409 002

Pea::leQ, D nald D.

R¥ral OhΛ Sch l E::pendΛ::¥re and S::¥den:: AchΛe emen::. SpecΛal CΛrc¥lar 147.
22p. 1mf. L1 ED 409 128

Peer:: n, S::aceQ

S¥b:::ance Ab¥::e, ClΛnΛcal Need::, and Trea::men:: O¥::c me:: f r W men.
28p. 1mf. L1 ED 408 509

Per::: n, Beng::

Wh Need:: SpecΛal Ed¥ca::Λ n
13p. 1mf. L1 ED 408 809

Pe::er::, MΛchael

LQ ::ard, Ed¥ca::Λ n, and the Pr blem f CapΛ::alΛ::m in the P :::m dern C ndΛ::Λ n.
31p. 1mf. L1 ED 408 657

Pe::er::en, Ge rge

Sch l PrΛncΛpal::' Under:::andΛng f M¥::¥al Re::p n::Λ ene::: in Effec::Λ e Leader::hΛp.
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Sharp, Joyce

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Sharpe, Deede

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Shaughnessy, Michael F.

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Sheridan, Susan M.

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Shih, Ye -Sheng

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Silverstein, Ora. N. Asael

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Simonds, Betsy

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WeΛ::haar, MarQ K nQa

H   BegΛnnΛng Teacher:: Can Defend IEP DecΛ::Λ n:: in a DʮE Pr ce:::: HearΛng.
7p. 1mf. L1 ED 408 759

WeΛ::::er, ChrΛ::::Λan

EdΛfQΛng Teacher:: in the Ne::Ñ rked Cla::::r m.
20p. 1mf. L1 ED 408 631

Welch, The d re F.

LΛbrarΛe:: and LΛbrarΛan::hΛp in Japan. GʮΛde:: t A::Λan LΛbrarΛan::hΛp.
215p. 0mf. L3 ED 409 024

Wer::heΛmer, RΛchard

A::::endΛng t the N Λ::e: ApplQΛng Cha :: The rQ t Sch l Ref rm.
27p. 1mf. L1 ED 408 707

We::::man, Jack C.

RedʮcΛng G ernmen::al In::er en::Λ n:: in FamΛlΛe:: bQ LΛcen::Λng Paren::::.
9p. 1mf. L1 ED 409 114

Whalen, Samʮel P.

A::::e::::Λng Fl Ñ E¤perΛence:: in HΛghlQ Able Ad le::cen:: Learner::.
17p. 1mf. L2 ED 409 382

WhΛ::e, Darcelle D.

Legal C ncep:::: S::ʮdQ GʮΛde. A Self-Paced S::ʮdQ GʮΛde T A::::Λ::: Λ::h S::ʮden:: Prepara::Λ n f r TermΛn l gQ Sec::Λ n - Legal C ncep:::: C mpe::Λ::Λ e E en::, BʮΛ::Λne:::: Pr fe::::Λ nal:: f AmerΛca C mpe::Λ::Λ n. C mpe::Λ::Λ e E en:: N . 31.
43p. 1mf. L1 ED 408 482

WhΛ::ener, Sʮmmer D.

Charac::erΛ::::Λc:: f S::aQer::, M er::, and Lea er::: Re::ʮl:::: fr m the Teacher F ll Ñʮp Sʮr eQ: 1994-95. Sch l:: and S::affΛng Sʮr eQ. E.D. Tab::.
132p. 2mf. L1 ED 408 708

WΛegel, HeΛde G.

Pre-Ser Λce Elemen::arQ Teacher::' Affec::Λ e Re::p n::e:: t C mpʮ::er Ac::Λ Λ::Λe:: in Ma::hema::Λc:: C n::en:: C ʮr::e::.
18p. 1mf. L1 ED 409 180

WΛld, Ann, Ed.

NSTA Pa::h aQ:: t the ScΛence S::andard::: GʮΛdelΛne:: f r M Λng the VΛ::Λ n in:: Prac::Λce. HΛgh Sch l Sch l EdΛ::Λ n.
197p. 3mf. L2 ED 409 210

WΛldman, Jʮl

Ar:: and Archae l gQ.

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Alex, Stefany

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Chen, Hongyin Julie

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Chen, Milton

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Chitnis, Suma, Ed.

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438p. 0mf. L3 ED 408 892

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Fontes, Lisa Aronson, Ed.

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303p. 0mf. L3 ED 408 546

Inger‼ ll, Sarah

Reach Λng Oů‼ t Y ů‼h Oů‼ f the Edůca‼Λ n MaΛn‼‼ream.
13p. 1mf. L1 ED 408 667

Inman, D.

S‼a‼ů‼ Rep r‼ n TeachΛng in the Elemen‼arQ Sch l: Ma‼h, ScΛence, and S cΛal S‼ůdΛe‼.
13p. 1mf. L1 ED 409 283

IΛΛ , J hn

De el pmen‼ f an EnglΛ‼h f r SpecΛfΛc Půrp ‼e‼ TechnΛcal WrΛ‼Λng C ůr‼e.
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L ¥Ʌ::, D nald R.

Sen::Ʌ::ɅɅɅng P lɅce OffɅcer:: t Per:: n:: Ʌ::h De el pmen::al DɅ::abɅlɅ::Ʌe::. A C¥rrɅc¥l¥m G¥Ʌde f r La Enf rcemen:: TraɅner::.
287p. 3mf. L1 ED 408 503

L ¥¤, D nnQ

Rep r:: f the LegɅ::la::Ʌ e Ta::k F rce n AmerɅcan SɅgn Lang¥age t the Member:: f the 69::h Se:::Ʌ n f the Ne ada LegɅ::la::¥re.
41p. 1mf. L1 ED 408 717

L Ʌng, Ca::hleen C.

Pr gre:::Ʌ e IndɅca:: r:: f S::¥den:: Teacher De el pmen::: A L cal

30p. 1mf. L1 ED 409 376

OakleQ, Da Ad

WhQ P::Qch l gQ
134p. 0mf. L3 ED 409 233

Oberman, Ida

Wald rf HΛ::: rQ: Ca::e S::¥dQ f In:::Λ::¥::Λ nal Mem rQ.
51p. 1mf. L1 ED 409 108

Och::e, R ger

The Pedag gQ f DΛ::cl ::¥re: Cla::: Le:::er:: F ::erΛng Par::ner::hΛp:: be:: een In:::r¥c:: r and S::¥den:::.
11p. 1mf. L1 ED 408 576

Ogg, Har ld C.

In::r d¥c::Λ n t the U::e f C mp¥::er:: in LΛbrarΛe::: A Te:::b k f r the N n-TechnΛcal S::¥den::.
323p. 0mf. L3 ED 409 009

Oller, D. KΛmbr ¥gh

Ed¥ca::Λ nal ImplΛca::Λ n:: f EarlQ BΛlΛng¥alΛ::m: A Re Λeñ f Recen:: Re::¥l:::.
34p. 1mf. L1 ED 408 843

OppenheΛm, NancQ

H In::erna::Λ nal TeachΛng A:::Λ:::an:: Pr gram:: Can Pre en:: La ::¥Λ:::.
17p. 1mf. L1 ED 408 886

O::b rne, W. LarrQ

Career De el pmen::, A:::e:::men:: and C ¥n::elΛng: ApplΛca::Λ n:: f the D nald E. S¥per C-DAC Appr ach.
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O::g d, R ber:: L.

Bec mΛng a SpecΛal Ed¥ca:: r: SpecΛalΛΛed Pr fe:::Λ nal TraΛnΛng f r Teacher:: f ChΛldren Λ::h DΛ::abΛlΛ::Λe:: in B ::: n, 1870-1930.
38p. 1mf. L1 ED 408 758

O::man-J ¥ch ¥::, RΛ nda

LΛnkΛng ReadΛng and WrΛ::Λng: C ncep:: MappΛng a:: an OrganΛΛΛng Tac::Λc.
10p. 1mf. L1 ED 408 955

O:::erlΛng, J rge P.

EngagΛng C mm¥nΛ::Q V Λce:: f r M re Dem cra::Λc Sch lΛng.
22p. 1mf. L1 ED 408 703

O:::enbacher, Kenne::h J.

C mparΛng ScannΛng M de:: f r Y ¥::h:: Λ::h Cerebral Pal::Q. FΛnal Rep r::.
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194p. 2mf. L1 ED 408 935

SchneΛder, Edgar W., Ed.

F cШ:: n the USA. VarΛe::Λe:: f EnglΛ::h Ar Шnd the W rld, V lШme 16.
374p. 0mf. L3 ED 408 833

SchnΛpke, Deb rah L.

A::::e::::Λng SШbgr Шp DΛfference:: in I::em Re::p n::e TΛme::.
19p. 1mf. L1 ED 409 364

A C mparΛ:: n f Te::::le::-Ba::ed Te:::: De::Λgn:: f r C mpШ::erΛΛed Adap::Λ e Te::::Λng.
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MakΛng U::e f Re::p n::e TΛme:: in S::andardΛΛed Te::::::: Are AccШracQ and Speed Mea::ШrΛng the Same ThΛng
10p. 1mf. L1 ED 409 357

Sch le::, R ber::a J.

The Effec:::: f Te:::: Prepara::Λ n Ac::Λ Λ::Λe:: n ACT A::::e::::men:: Sc re::.
22p. 1mf. L1 ED 409 341

Sch ppmeQer, Mar::Λn W.

The S::a::e f C mpШ::er:: in the S::a::e f Arkan::a::.
17p. 1mf. L1 ED 409 006

SchШmacher, LenΛ

Ar:: and Archae l gQ.
132p. 2mf. L2 ED 409 255

SchШ::::er, J neen

Fea::ΛbΛlΛ::Q f an Infan:: De el pmen::al ScreenΛng U::Λng M ::her::' Rep r::::.
11p. 1mf. L1 ED 408 517

Sc ::::, Carl

Ad Λ::Λng-Marke::Λng Plan f r P::Qch l gQ Depar::men::::.
20p. 1mf. L1 ED 408 522

Sc ::::, Deb rah LeΛlanΛ

N nma::ernal Care and M ::her-Infan:: A::::achmen::: A Re Λe f the LΛ::era::Шre.
67p. 1mf. L1 ED 409 079

Sc ::::, Jame::, Ed.

TeachΛng and J Q.
154p. 2mf. L2 ED 409 293

Scram::, Da Λd J.

MakΛng U::e f Re::p n::e TΛme:: in S::andardΛΛed Te::::::: Are AccШracQ and Speed Mea::ШrΛng the Same ThΛng
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DΛ er::Λ::Q in CQb rg Image::: A Ca::e S::¥dQ f BarrQ Le Λn:: n'::
"T Q::."
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L¥nΛ, MarQ E.

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Perf rmance E¤amΛna::Λ n::: Techn l gQ f r AnalQ::Λ:: and S::andard Se::::Λng.
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MacD nald, S¥Λanne

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MacLe d-GallΛnger, Jane::

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O¥⁑laň, MarQ E.

M Λng BeQ nd the S⁑a⁑¥⁑ Q¥ : Narra⁑Λ e f the Sharecr pper'⁑ Da¥gh⁑er.
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PadΛlla, ChrΛ⁑⁑Λne

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Pr m ⁑Λng Pre⁑er a⁑Λ n A arene⁑⁑ in LΛbrarΛe⁑: A S ¥rceb k f r AcademΛc, P¥blΛc, Sch l, and SpecΛal C llec⁑Λ n⁑. The Green   d LΛbrarQ Managemen⁑ C llec⁑Λ n.
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Page, MΛrΛam Demp⁑eQ

ClΛff rd Geer⁑Λ and BeQ nd: The In⁑erpre⁑Λ e In⁑er Λeñ/E⁑⁑aQ and Refle⁑Λ e E⁑hn graphQ.
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PaΛlΛ ⁑e⁑, Ann Wa⁑⁑⁑

Q¥e⁑⁑Λng t ard C he⁑Λ n: C nnec⁑Λng Ad er⁑Λ⁑emen⁑⁑ and Cla⁑⁑r m ReadΛng thr ¥gh VΛ⁑¥al LΛ⁑eracQ.
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Palmer, D ¥gla⁑ J.

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Wa:::, MΛchael G.

Na::Λ nal C¥rrΛc¥l¥m C llab ra::Λ n: The S::a::e f Ref rm in the S::a::e:: and TerrΛ:: rΛe::.
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Wa:::er::, Jame:: J.

Peer A:::Λ:::ed LearnΛng: Impac:: n Self-EffΛcacQ and AchΛe emen::.
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Weber, R. Da Λd

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Wehman, Pa¥l, Ed.

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WeΛkar::, PhQllΛ:: S.

G¥Λde t "RhQ::hmΛcallQ M Λng."
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Pedag gQ and E::hnΛcΛ::Q: The Prac::Λce f Perf rmance a:: E¤emplΛfΛed in the TeachΛng f Shange and B¥::ler.
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SUBJECT INDEX
ED 408 416

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NOVEMBER 1997

FROM:ABILITY
TO:ZOOS

0005

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ChemΛ::::rQ

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ChΛld Abü::e

The Effec:::: f PhQ::Λcal Abü::e n Objec:: Rela::Λ n:: De el pmen::: A Re Λe f the EmpΛrΛcal LΛ::era::üre.
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Se¤üal Abü::e in NΛne N r::h AmerΛcan Cül::üre::: Trea::men:: and Pre en::Λ n.
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Teacher Made Te::::::

F rma::Λ e E alɄa::Λ n Rec n::Λdered: Sec ndarQ Sch l Teacher::' E alɄa::Λ n Prac::Λce a:: a LearnΛng Opp r::ɄnΛ::Q f r S::Ʉden:::.
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I:: SpecΛal EdɄca::Λ n F rg :::en in EdɄca::Λ nal Ref rm
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Teacher Per::Λ:::ence

The Ad Λ:: rQ C mmΛ:::ee n W men and MΛn rΛ::Q FacɄl::Q and Pr fe:::Λ nal S::aff. FΛnal Rep r::.
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Charac::erΛ:::Λc:: f S::aQer::, M er::, and Lea er::: Re::Ʉl::: fr m the Teacher F ll ÑɄp SɄr eQ: 1994-95. Sch l:: and S::affΛng SɄr eQ. E.D. Tab::.
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Teacher QɄalΛfΛca::Λ n::

Bec mΛng a SpecΛal EdɄca:: r: SpecΛalΛΛed Pr fe:::Λ nal TraΛnΛng f r Teacher:: f ChΛldren Λ::h DΛ::abΛlΛ::Λe:: in B ::: n, 1870-1930.
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Teacher RecrɄΛ::men::

A aΛlabΛlΛ::Q f MΛn rΛ::Q Teacher::.
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DΛ::c erΛng S::Ʉden:::' V Λce:: in Teacher::' Cla:::r m InqɄΛrQ.
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Teacher Re::p n::e

SpecΛal ThΛnkΛng in SpecΛal Se:::Λng::.
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Ac::ɄarΛal ValɄa::Λ n.
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TermΛna::Λ n f Sch l Empl Qee::: Legal I:::Ʉe:: and TechnΛqɄe::.
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Teacher R le

Can Self-RegɄla::ed LearnΛng Be TaɄgh:: t C llege S::Ʉden:::
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C llab ra::Λ n be:: een General and SpecΛal EdɄca::Λ n Teacher::.

HΛ∷ Name a∷ LΛnc ln: A M½l∷ΛmedΛa BΛ graphQ. M½l∷ΛmedΛa.
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A M re Perfec∷ UnΛ n: ShapΛng AmerΛcan G ernmen∷ and Teacher'∷ Re∷ ½rce Packe∷. Ch ΛΛce∷ f r the 21∷∷ Cen∷½rQ Pr jec∷.
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The MakΛng f the M dern UnΛ er∷Λ∷Q: In∷ellec∷½al Tran∷f rma∷Λ n and the MargΛnalΛΛa∷Λ n f M ralΛ∷Q.
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PlannΛng an An∷Λ-RacΛ∷m InΛ∷Λa∷Λ e. Pr jec∷ Change.
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GɅrl∷ Pr grammɅng in Ne Y rk CɅ∷Q. A S½mmarQ Rep r∷.
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Z ∷

TalkɅng ab ½∷ AnɅmal∷: S∷½dɅe∷ f Y ½ng ChɅldren VɅ∷Ʌ∷Ʌng Z ∷, a M½∷e½m and a Farm.
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FΛ::cal Year 1996.
64p. 1mf. L1 ED 408 664

U::Λng Acc %n::abΛlΛ::Q a:: a Le er f r ChangΛng the C%l::%re f
Sch l::: E¤amΛnΛng DΛ::::rΛc:: S::ra::egΛe::. FΛr:::: EdΛ::Λ n.
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C llegΛa::e A Λa::Λ n Re Λe . Sep::ember 1992.
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ClΛen:: Charac::erΛ::::Λc:: (HЌman Ser Λce::)

Independen:: LΛ Λng OЌ::c me:: f r AmerΛcan IndΛan:: Λ::h DΛ::abΛlΛ::Λe::: A SЌmmarQ f AmerΛcan IndΛan Independen:: LΛ Λng C n::Ќmer Da::a.

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AllΛed Heal∷h Techn l gΛe∷. Precep∷ r/Men∷ r Handb k.

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T T Ʉch r N ∷ T T Ʉch: An E¤amΛna∷Λ n f Tac∷Λle C mmɄnΛca∷Λ n be∷ een C llege S∷Ʉden∷ and Pr fe∷∷ r.

23p. 1mf. L1 ED 408 648
The U∷e f J Ʉrnal∷ in ScΛence TeachΛng and LearnΛng f r Pr ∷pec∷Λ e Teacher∷: An Ac∷Λ e T l f S∷Ʉden∷∷' Reflec∷Λ n∷.

11p. 1mf. L1 ED 409 182

In∷erper∷ nal C mpe∷ence

Bee∷le∷, BeechnɄ∷∷, and Beha Λ r: U∷Λng Na∷Ʉre-ba∷ed Ac∷Λ Λ∷Λe∷ T De el p S cΛal SkΛll∷.

B¥::Λne:::: Ser Λce:: and Techn l gQ. Legal Career:: In::::r¥c::Λ nal G¥Λde.
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Legal C ncep:::: S::¥dQ G¥Λde. A Self-Paced S::¥dQ G¥Λde T A::::Λ:::: Λ::h S::¥den:: Prepara::Λ n f r TermΛn l gQ Sec::Λ n - Legal C ncep:::: C mpe::Λ::Λ e E en::, B¥::Λne:::: Pr fe::::Λ nal:: f AmerΛca C mpe::Λ::Λ n. C mpe::Λ::Λ e E en:: N . 31.
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Le::::er:: (Alphabe::)

Impr Λng S::¥den:: Alphabe:: SkΛll:: thr ¥gh the U::e f the S¥nf rm Alphabe:: SQ::::em and S¥pp r::Λng Ac::Λ Λ::Λe::.
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Le::::er:: (C rre::p ndence)

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LΛbrarΛe::

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U.S. Depar∷men∷ f Ed¼ca∷Λ n Ann¼al Acc ¼n∷abΛlΛ∷Q Rep r∷,

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Par‼ner‼ in Pr gre‼‼: EarlQ S‼ep‼ in Crea‼Λng Sch l-‼ -W rk SQ‼‼em‼. E¤ec½‼Λ e S½mmarQ.

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The C ½n‼el r'‼ Handb k f r HΛgh Sch l‼, 1997-98.

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S‼½den‼ Rep r‼‼ f A aΛlabΛlΛ‼Q, Peer Appr al and U‼e f Alc h l, MarΛj½ana, and O‼her Dr½g‼ a‼ Sch l: 1993. S‼a‼Λ‼‼Λc‼ in BrΛef.

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Peer E al½a‼Λ n

The VΛe ‼ f N n-Na‼Λ e Speaker‼ f Japane‼e t ard Err r Trea‼men‼ in Japane‼e In‼r d½c‼ rQ C llege Cla‼‼e‼.

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Peer In‼‼Λ‼½‼Λ n‼

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A CrΛ#Λcal In e##Λga#Λ n f the Pr blem# Λ#h Pr blem-Ba#ed LearnΛng.
27p. L1 ED 409 272

Cr ##-age TŬ# rΛng: E¤pl rΛng Fea#Ŭre# and Pr ce##e# f Peer-MedΛa#ed LearnΛng.
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Cr ##-CŬl#Ŭral C mparΛ# n f EnglΛ#h and ChΛne#e Me#apragma#Λc# in RefŬ#al.
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CŬrrΛcŬlŬm Change: Wha# D Teacher# and S#Ŭden## ReallQ ThΛnk
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CŬrrΛcŬlŬm in C nflΛc#: The Need f r DΛal gŬe.
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Deaf E#hnΛc MΛn rΛ#Λe#: Ha e TheQ a D Ŭble LΛabΛlΛ#Q
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DelΛ erΛng Ser Λce t Teenage M #her#: I##Ŭe# and OŬ#c me#.
22p. L1 ED 409 100

Depar#men# f EdŬca#Λ n: Challenge# in Pr m #Λng Acce## and E¤cellence in EdŬca#Λ n. Te#Λm nQ bef re the SŬbc mmΛ##ee n HŬman Re# Ŭrce#, C mmΛ##ee n G ernmen# Ref rm and O er#Λgh#, H Ŭ#e f Repre#en#a#Λ e#.
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De el pΛng S#Ŭden# V Λce: A F ll -Ŭp S#ŬdQ Λ#h S#Ŭden## a# Re#earcher#.
10p. L1 ED 409 340

DΛfference# be# een the Cla##r m# f E¤per# and N Λce Teacher# n the DΛmen#Λ n# f the "Cla##r m SQ#em# Ob#er a#Λ n Scale."
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The DΛlemma# f EnglΛ#h a# Sec nd LangŬage ChΛldren LearnΛng T Read in an All-EnglΛ#h MaΛn##ream Cla##r m.
31p. L1 ED 408 828

DΛ#c erΛng S#Ŭden##' V Λce# in Teacher#' Cla##r m InqŬΛrQ.
26p. L1 ED 409 290

DΛ##er#a#Λ n Re#earch in C Ŭn#elΛng P#Qch l gQ: T pΛc#, Me#h d#, and QŬalΛ#a#Λ e TraΛnΛng.
15p. L1 ED 408 523

DΛ er#Λ#Q in CQb rg Image#: A Ca#e S#ŬdQ f BarrQ Le Λn# n'# "T Q#."
7p. L1 ED 408 954

D General and SpecΛal EdŬca#Λ n Teacher# F ##er the Peer In#erac#Λ n# f S#Ŭden## Λ#h DΛ#abΛlΛ#Λe#
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D e# C achΛng S#Ŭden# Teacher# Affec# the Pr fe##Λ nal

Ser∧e:: 96-55D.
29p. L2 ED 408 527

The Tell∧ng f S:: rQ: Teacher:: Kn ∧ng Wha:: TheQ Kn .
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Thema::∧callQ In::egra::ed M∧ddle Sch l Ma::hema::∧c::: A Sch l-Un∧ er::∧::Q-BꝀ::∧ne::: Par::ner::h∧p.
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T T Ꝁch r N :: T T Ꝁch: An E¤am∧na::∧ n f Tac::∧le C mmꝀn∧ca::∧ n be:: een C llege S::Ꝁden:: and Pr fe::: r.
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T ard:: a M del f Sch l CꝀl::Ꝁre.
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Trac∧ng the Fl f HꝀman Re:: Ꝁrce:: acr ::: Organ∧∧a::∧ nal Un∧:: and Sec ndarQ Sch l SꝀbjec:: Area::.
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Tran::ac::∧ nal M del f C p∧ng, Appra∧::al::, and Em ::∧ nal Reac::∧ n:: t S::re:::.
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Tr∧-C d∧ng f Inf rma::∧ n.
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Under:::and∧ng Teacher::' Per::pec::∧ e:: n CꝀrr∧cꝀlꝀm and A:::e:::men:: Ref rm r the M re Th∧ng:: Change: Change-Or∧en::ed, E¤per∧enced Teacher::' V∧eñ:: and Prac::∧ce:: Regard∧ng Manda::ed Change.
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Under:::and∧ng the P ::∧::∧ n f Le:::er U::ed LangꝀage:: in EꝀr pean EdꝀca::∧ nal SQ:::em::: The C n::r∧bꝀ::∧ n f C mpara::∧ e EdꝀca::∧ n.
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An Un::∧gned Man::el-Haen::∧el S::a::∧:::∧c f r De::ec::∧ng Un∧f rm and N nꝀn∧f rm DIF.
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The U::e f J Ꝁrnal:: in Sc∧ence Teach∧ng and Learn∧ng f r Pr ::pec::∧ e Teacher::: An Ac::∧ e T l f S::Ꝁden:::' Reflec::∧ n::.
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The U::e f J Ꝁrnal:: T Pr m ::e Reflec::∧ n.
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U::er and SQ:::em-Ba::ed QꝀal∧::Q Cr∧::er∧a f r E alꝀa::∧ng Inf rma::∧ n Re:: Ꝁrce:: and Ser ∧ce:: A a∧lable fr m Federal Web::∧::e::: F∧nal Rep r::.
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U::∧ng Acc Ꝁn::ab∧l∧::Q a:: a Le er f r Chang∧ng the CꝀl::Ꝁre f

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A L ngΛ∷ℓdΛnal S∷ℓdQ f Jℓdge LenΛencQ and C n∷Λ∷∷encQ.
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C mm nplace∷.
20p. L1 ED 409 351

LQ ∷ard, Edℓca∷Λ n, and the Pr blem f CapΛ∷alΛ∷m in the
P ∷∷m dern C ndΛ∷Λ n.
31p. L1 ED 408 657

MakΛng a DΛfference a∷ a Facℓl∷Q Member: Oℓr HBCU'∷ Rec mmΛ∷∷ed
t E¤cellence.
11p. L1 ED 408 894

MakΛng C nnec∷Λ n∷ in Sch l Ref rm: An E¤amΛna∷Λ n f
C mmℓnΛca∷Λ n S∷ra∷egΛe∷.
31p. L1 ED 408 701

MakΛng the Wh le M re than the Sℓm f the Par∷∷: Challenge∷ in a
MΛ¤ed Me∷h d S∷ℓdQ f Inclℓ∷Λ n.
22p. L1 ED 408 749

MakΛng U∷e f Re∷p n∷e TΛme∷ in S∷andardΛΛed Te∷∷∷: Are AccℓracQ
and Speed Mea∷ℓrΛng the Same ThΛng
10p. L1 ED 409 357

MappΛng the W rld thr ℓgh ScΛence and Ar∷.
5p. L1 ED 408 961

MarΛ∷al C nflΛc∷ and ChΛld Oℓ∷c me∷: The R le f ChΛldren'∷
Affec∷ and C pΛng Pr ce∷∷e∷.
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Marke∷Λng P er T l∷ f r BℓΛldΛng Be∷∷er C nnec∷Λ n∷.
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Ma¤ΛmΛΛΛng the C n∷ℓl∷an∷ C mp nen∷ f E alℓa∷Λ n VΛ∷Λ∷∷ f r
CandΛdacQ In∷∷Λ∷ℓ∷Λ n∷.
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The MeanΛng f C l r in Trademark∷.
13p. L1 ED 408 956

Mea∷ℓrΛng M Λng Targe∷∷: A∷∷e∷∷Λng General Edℓca∷Λ n and
Pr gram Oℓ∷c me∷ acr ∷∷ the CℓrrΛcℓlℓm.
27p. L1 ED 409 072

Mea∷ℓrΛng Sch l Effec∷∷ Λ∷h HΛerarchΛcal LΛnear M delΛng: Da∷a
HandlΛng and M delΛng I∷∷ℓe∷.
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MergΛng the TeachΛng f Ad er∷Λ∷Λng and PℓblΛc Rela∷Λ n∷
CampaΛgn∷ n∷ the Inf rma∷Λ n SℓperhΛgh aQ.
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Daℓgh∷er.
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Pr jec∷ AHEAD: Where the ChΛld I∷, the Ser Λce∷ Are: H me, H me Care, DaQ Care, H ∷pΛ∷al/ClΛnΛcal Ser Λce∷ t Infan∷∷, T ddler∷, and Pre∷ch l Aged ChΛldren Λ∷h DΛ∷abΛlΛ∷Λe∷ and theΛr CaregΛ er∷. FΛnal Rep r∷.
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Prac∷Λce. V lꝀme 10.
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Cen∷ennΛal SerΛe∷ f the A∷∷ cΛa∷Λ n f F rmer S∷Ꝁden∷∷, Te¤a∷
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208.
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C ndΛ∷Λ n∷.
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LΛ∷∷ f: Sch lar∷hΛp∷, Fell ∷hΛp∷/Gran∷∷, L an∷, Gran∷∷-Λn-AΛd,

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HΛ:: Name a:: LΛnc ln: A M¼l::ΛmedΛa BΛ graphQ. M¼l::ΛmedΛa.
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In::erper:: nal C mm¼nΛca::Λ n, C mm¼nΛca::Λ n LearnΛng, and
C mm¼nΛ::Q Ser Λce: C ¼r::e O¼::lΛne, ReadΛng::, and Pr ced¼re::.
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E¤pl ra::Λ n G¼Λde f r MΛddle Sch l S::¼den:::.
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LearnΛng Ac::Λ Λ::Λe:: f r the Gr ::h Sea:: n.
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Legal C ncep::: S::¼dQ G¼Λde. A Self-Paced S::¼dQ G¼Λde T Λ:::Λ:::
Λ::h S::¼den:: Prepara::Λ n f r TermΛn l gQ Sec::Λ n - Legal
C ncep::: C mpe::Λ::Λ e E en::, B¼::Λne::: Pr fe:::Λ nal:: f AmerΛca
C mpe::Λ::Λ n. C mpe::Λ::Λ e E en:: N . 31.
43p. L1 ED 408 482

LΛ::eracQ Techn l gQ Pr jec::.
77p. L2 ED 408 807

LΛ Λng Space::: In the De::er::, In the F¼::¼re, In the M ¼n::aΛn::,
In the P lar RegΛ n::, In Space, On the Wa::er. LΛ Λng Space::
SerΛe::.
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A M re Perfec:: UnΛ n: ShapΛng AmerΛcan G ernmen:: and
Teacher':: Re:: ¼rce Packe::. Ch Λce:: f r the 21::: Cen::¼rQ Pr jec::.
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P::Qch l gQ: S::¼den:: EdΛ::Λ n.
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Rec n:::r¼c::Λ n and Ref rm. A HΛ::: rQ f US. B k Se en.
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AmerΛcan::, SaamΛ f Lapland, TΛbe::an::. Threa::ened C¼l::¼re::
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C mparΛng IndΛ AdŁal and C llec::Λ e Ma::hema::Λcal Ac::Λ Λ::Q acr :::
T   TeachΛng E¤perΛmen:::. Draf::.
42p. L2 ED 409 199

A C mparΛ:: n f Pr cedŁre:: f r AbΛlΛ::Q E:::Λma::Λ n under the
Graded Re::p n::e M del.
44p. L1 ED 409 354

A C mparΛ:: n f Te:::le::-Ba::ed Te::: De::Λgn:: f r C mpŁ::erΛΛed
Adap::Λ e Te:::Λng.
25p. L1 ED 409 366

C mplemen::arΛ::Q be::Ñeen IndΛ AdŁal Ac::Λ n and OrganΛΛa::Λ nal
Ac::Λ n in EdŁca::Λ n: An In:::Λ::Ł::Λ nal E¤plana::Λ n.
41p. L1 ED 408 686

C n:::rŁc::Λng Under:::andΛng: The R le f AnΛma::Λ n in
In::erpre::Λng Repre::en::a::Λ n::.
18p. L1 ED 409 349

C pera::Λ e LearnΛng in the ThΛnkΛng Cla:::r m: Re::earch and
The re::Λcal Per::pec::Λ e::.
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Crea::Λng CrΛ::Λcal ThΛnker::.
8p. L1 ED 408 977

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Fear.
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Crea::Λng Web Page::: I:: AnQ ne C n::ΛderΛng VΛ::Łal LΛ::eracQ
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Cr :::-age TŁ:: rΛng: E¤pl rΛng Fea::Łre:: and Pr ce:::e:: f Peer-
MedΛa::ed LearnΛng.
16p. L1 ED 409 281

CŁrrΛcŁlar De el pmen:: in Heal::h Pr fe:::Λ n::: Under:::andΛng OŁr
Ba::Λc A:::Łmp::Λ n::.
15p. L1 ED 408 438

CŁrrΛcŁlŁm Change: Wha:: D Teacher:: and S::Łden::: ReallQ ThΛnk
34p. L1 ED 409 275

CŁrrΛcŁlŁm in C nflΛc::: The Need f r DΛal gŁe.
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Deaf E::hnΛc MΛn rΛ::Λe::: Ha e TheQ a D Łble LΛabΛlΛ::Q
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Dec n:::rŁc::Λ n f r Rec n:::rŁc::Λ n a:: a WaQ t Be:::er WrΛ::Λng.
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DemQ:::ΛfQΛng the J b Search: The CandΛda::e':: Per::pec::Λ e.
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C mpŁ::er: A Ca::e S::ŁdQ--The FΛgŁre Cla:::ΛfΛca::Λ n Te:::.
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Refℓ⁝al S⁝ra⁝egΛe⁝ f Na⁝Λ e SpanΛ⁝h Speaker⁝ in SpanΛ⁝h and in EnglΛ⁝h and f Na⁝Λ e EnglΛ⁝h Speaker⁝ in EnglΛ⁝h.	39p.	L1	ED 408 845
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Re⁝ ℓrce⁝ and S⁝ra⁝egΛe⁝ f r WrΛ⁝Λng Pr gram and C mmℓnΛ⁝Q C llab ra⁝Λ n.	9p.	L2	ED 408 611
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"Scen⁝"⁝ rQ Percep⁝Λ n.			

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The PraΛrΛe Sch lh Ꝁ::e.
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Pr m ::Λng Pre::er a::Λ n A arene:::: in LΛbrarΛe::: A S Ꝁrceb k f r AcademΛc, PꝀblΛc, Sch l, and SpecΛal C llec::Λ n::. The Green   d LΛbrarQ Managemen:: C llec::Λ n.
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The P em in Pr ce::::: WrΛ::Λng and Re Λ::Λ n and Re Λ::Λ n and....
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Pr f½::Λ n f C l r: K rean C ::::½me:: and WrappΛng Cl ::h:: f the Ch :: n DQna::::Q. A Teacher W rk::h p n March 11, 1995. Teacher':: Packe::.
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Pr jec:: Rela::Λ n::hΛp: Crea::Λng and S½::::aΛnΛng a N½r::½rΛng C mm½nΛ::Q Man½al and VΛde .
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"Scen::":: rQ Percep::Λ n.
6p. L1 ED 408 630

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Inf rma::Λ n SerΛe:: N . 369.
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(072) B k/Pr d½c:: Re Λe ::

Career Th ½gh:::: In en:: rQ: A Re Λe and CrΛ::Λq½e.
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A Re Λeñ f "SlΛm H pe::: Ad er::Λ::Λng & The Ob::e::::Λ n Λ::h ThΛnne::::."
3p. L1 ED 408 947

(080) J ½rnal Ar::Λcle::

The LQce½m Pr jec::: Rhe:: rΛc and Real W rld SΛ::½a::Λ n::.
5p. L1 ED 408 586

The P em in Pr ce::::: WrΛ::Λng and Re Λ::Λ n and Re Λ::Λ n and....
12p. L1 ED 408 584

PrelΛmΛnarQ S::½dQ f ChΛld':: Sec nd Lang½age Acq½Λ::Λ::Λ n.
32p. L1 ED 408 817

Teenager:: and Alc h l MΛ::½::e in the UnΛ::ed S::a::e::: BQ AnQ DefΛnΛ::Λ n, I::':: a BΛg Pr blem. Heal::h ScΛence:: Pr gram ReprΛn:: SerΛe:: 96-55D.
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(090) Legal/LegΛ::la::Λ e/Reg½la:: rQ Ma::erΛal::

ApplΛed EnglΛ::h f r the W rkplace: A C ½r::e f S::½dQ.
47p. L1 ED 408 601

C mpanΛ n D c½men::: Cr ::::-C½::::Λng G½Λdance f r the Elemen::arQ and Sec ndarQ Ed½ca::Λ n Ac::.
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Depar::men:: f Ed½ca::Λ n: Challenge:: in Pr m ::Λng Acce:::: and E¤cellence in Ed½ca::Λ n. Te::::Λm nQ bef re the S½bc mmΛ::::ee n H½man Re:: ½rce::, C mmΛ::::ee n G ernmen:: Ref rm and O er::Λgh::, H ½::e f Repre::en::a::Λ e::.
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Drama/Thea::er Ar::::: C ½r::e O½::lΛne and De::crΛp::Λ n.
10p. L1 ED 408 640

E¤ec½::Λ e C mpen::a::Λ n in CalΛf rnΛa P½blΛc HΛgher Ed½ca::Λ n, 1996-97. HΛgher Ed½ca::Λ n Upda::e.
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FacΛlΛ::Λe:: G½ΛdelΛne::. N r::h Car lΛna P½blΛc Sch l::.
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The Fea::ΛbΛlΛ::Q f P½blΛclQ F½nded Re::Λden::Λal Ed½ca::Λ n in Penn::Ql anΛa. S::aff AnalQ::Λ:: P½r::½an:: t H ½::e Re:: l½::Λ n 43 f 1995.
88p. L1 ED 409 403

F½ndamen::al:: f C mm½nΛca::Λ n: A C ½r::e f S::½dQ f r the Manda::ed One CredΛ:: Speech C ½r::e.
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A::::endΛng t the N Λ::e: ApplQΛng Cha :: The rQ t Sch l Ref rm.
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Bec mΛng a SpecΛal Ed%ca:: r: SpecΛalΛΛed Pr fe::::Λ nal TraΛnΛng f r Teacher:: f ChΛldren Λ::h DΛ::abΛlΛ::Λe:: in B :::: n, 1870-1930.
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Bee::le::, Beechn%::::, and Beha Λ r: U::Λng Na::%re-ba::ed Ac::Λ Λ::Λe:: T De el p S cΛal SkΛll::.
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Beha Λ ral In::er en::Λ n Pr gram.
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A Car:: graphΛc In::erpre::a::Λ n f VΛ::%al LΛ::eracQ: An HΛ:::: rΛcal Per::pec::Λ e.
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C%rrΛc%lar De el pmen:: in Heal::h Pr fe::::Λ n::: Under::::andΛng O%r Ba::Λc A::::%mp::Λ n::.
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The Sch l PrΛncΛpal a∷ C ach.
25p. L1 ED 409 300

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Can Paren⁙⁙' In l emen⁙ Λ⁙h H me rk M dera⁙e the Rela⁙Λ n be⁙ een ChΛldren'⁙ C gnΛ⁙Λ e AbΛlΛ⁙Λe⁙ and Sch l AchΛe emen⁙	14p.	L1	ED 409 120
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The Challenge⁙ f Implemen⁙Λng SWcce⁙⁙ f r All in a CanadΛan C n⁙e⁙⁙.	25p.	L1	ED 409 095
The ChangΛng DΛmen⁙Λ n⁙ f BW⁙Λne⁙⁙ EdWca⁙Λ n. Na⁙Λ nal BW⁙Λne⁙⁙ EdWca⁙Λ n Yearb k, N . 35.	204p.	L2	ED 408 455
The ChangΛng R le f the PrΛncΛpal in Wa⁙hΛng⁙ n S⁙a⁙e.	10p.	L1	ED 408 655
Charac⁙erΛ⁙⁙Λc⁙ f Sec ndarQ S cΛal S⁙WdΛe⁙ Teacher⁙: An Upda⁙e f Och a'⁙ 1981 Rep r⁙.	25p.	L1	ED 409 240
ChΛldren'⁙ G al⁙ and S⁙ra⁙egΛe⁙ in Re⁙p n⁙e t C nflΛc⁙⁙ Λ⁙hΛn a FrΛend⁙hΛp.	32p.	L1	ED 409 119
Cla⁙⁙ SWcce⁙⁙-Cla⁙⁙ WΛ⁙hdra al. Re⁙earch Rep r⁙ 96.6.1.0.	70p.	L1	ED 409 041
Cla⁙⁙r m In⁙⁙rWc⁙Λ n, H me LangWage, and EnglΛ⁙h AcqWΛ⁙Λ⁙Λ n f Sec ndarQ BΛlΛngWal S⁙Wden⁙⁙.	14p.	L1	ED 408 848
ClΛnΛcΛan⁙' E=plana⁙Λ n⁙ f S⁙Wden⁙⁙' Rea⁙ nΛng hΛle S l Λng MWl⁙Λple-Ch Λce I⁙em⁙.	22p.	L1	ED 409 347
C gnΛ⁙Λ e Pr ce⁙⁙e⁙ in Pr blem S l Λng vΛa ThΛnk-Al Wd and In⁙er Λe AnalQ⁙Λ⁙.	32p.	L2	ED 409 337
C llab ra⁙Λ e v⁙ IndΛ ΛdWal LearnΛng and the R le f E=plana⁙Λ n⁙.	14p.	L1	ED 409 339
C llege and Cla⁙⁙ S⁙a⁙W⁙: The Effec⁙ f S cΛal Cla⁙⁙ Backgr Wnd n C llege Impac⁙ and OW⁙c me⁙.	32p.	L1	ED 408 885

Ser Λce-LearnΛng and the De el pmen¤ f Reflec¤Λ e J¥dgmen¤.
23p. L1 ED 408 507

Ser Λce¤ f r Per¤ n¤ a¤ H me: I¤¤¥e¤ f Pr fe¤¤Λ nalΛ¤a¤Λ n.
5p. L1 ED 408 466

Se¤, KΛd¤ and the FamΛlQ H ¥r: A Three-Par¤ S¤¥dQ f Se¤¥al C n¤en¤ n Tele Λ¤Λ n. A SpecΛal Rep r¤ fr m ChΛldren N and the KaΛ¤er FamΛlQ F ¥nda¤Λ n.
15p. L1 ED 409 083

Se¤¥al Me¤¤age¤ n FamΛlQ H ¥r Tele Λ¤Λ n: C n¤en¤ and C n¤e¤¤.
63p. L1 ED 409 080

S cΛ -P¤Qch l gΛcal Fac¤ r¤ in the AcademΛc AchΛe emen¤ f ChΛldren f ImmΛgran¤¤: E¤amΛnΛng a C¥l¤¥ral HΛ¤¤ rQ P¥ΛΛle.
36p. L1 ED 408 514

SpannΛng the Cha¤m: C rp ra¤e and AcademΛc C pera¤Λ n T Impr e W rk-F rce Prepara¤Λ n. Ta¤k F rce n HΛgh-Perf rmance W rk and W rker¤: The AcademΛc C nnec¤Λ n.
61p. L1 ED 408 928

SpecΛal ThΛnkΛng in SpecΛal Se¤¤Λng¤.
25p. L1 ED 408 789

The S¤a¤e Ne¤ rkΛng Rep r¤: Pr gre¤¤, P lΛcΛe¤, and Par¤ner¤hΛp¤ BrΛng In¤erne¤ C nnec¤Λ Λ¤Q t K-12 Sch l¤.
347p. L1 ED 409 003

The S¤a¤e f C mp¥¤er¤ in the S¤a¤e f Arkan¤a¤.
17p. L1 ED 409 006

S¤a¤¥¤ Rep r¤ n TeachΛng in the Elemen¤arQ Sch l: Ma¤h, ScΛence, and S cΛal S¤¥dΛe¤.
13p. L1 ED 409 283

S¤re¤¤: BΛg I¤¤¥e, B¥¤ Wha¤ Are the Pr blem¤
108p. L1 ED 408 437

S¤¥den¤ In¤ere¤¤ in Na¤Λ nal Ne¤¤ and I¤¤ Rela¤Λ n t Sch l C ¥r¤e¤. S¤a¤Λ¤¤Λc¤ in BrΛef.
11p. L1 ED 408 619

S¤¥den¤ M bΛlΛ¤Q and Dem graphΛc¤: Rela¤Λ n¤hΛp¤ t Ap¤Λ¤¥de and AchΛe emen¤ in a Three-Year MΛddle Sch l.
23p. L1 ED 409 273

S¤¥den¤ N¥r¤e¤' Percep¤Λ n¤ f H ¤pΛ¤al S¤aff M delΛng Beha Λ r¤.
5p. L1 ED 408 974

S¤¥den¤ Percep¤Λ n¤ and Perf rmance in a VΛr¤¥al Cla¤¤r m En Λr nmen¤.
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CE072691	ED408417
CE073133	ED408418
CE073588	ED408419
CE073979	ED408420
CE074129	ED408421//
CE074130	ED408422//
CE074131	ED408423
CE074132	ED408424
CE074133	ED408425
CE074134	ED408426
CE074137	ED408427
CE074138	ED408428
CE074139	ED408429
CE074146	ED408430
CE074150	ED408431
CE074152	ED408432
CE074211	ED408433//
CE074214	ED408434
CE074215	ED408435
CE074218	ED408436
CE074219	ED408437
CE074221	ED408438
CE074222	ED408439
CE074223	ED408440
CE074225	ED408441//
CE074228	ED408442
CE074229	ED408443
CE074230	ED408444
CE074231	ED408445
CE074232	ED408446
CE074233	ED408447
CE074234	ED408448
CE074236	ED408449
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CE074240	ED408452
CE074241	ED408453
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CE074248	ED408455
CE074250	ED408456//
CE074254	ED408457//
CE074255	ED408458//
CE074256	ED408459//
CE074257	ED408460//
CE074258	ED408461//
CE074259	ED408462//
CE074261	ED408463
CE074262	ED408464
CE074263	ED408465
CE074266	ED408466
CE074268	ED408467
CE074269	ED408468
CE074270	ED408469
CE074271	ED408470
CE074250	ED408456//
CE074254	ED408457//
CE074255	ED408458//

SE060386	ED409194
SE060387	ED409195
SE06038[illegible]	ED409196
SE060393	ED409197
SE060404	ED409198
SE060405	ED409199
SE060406	ED409200

SE - Science, Mathematics, and Environmental Education (continued)

SE060408	ED409201
SE060414	ED409202
SE060415	ED409203
SE060423	ED409204
SE060443	ED409205
SE060444	ED409206
SE060454	ED409207
SE060455	ED409208
SE060463	ED409209
SE060464	ED409210
SE060469	ED409211
SE060470	ED409212
SE060471	ED409213
SE060473	ED409214
SE060480	ED409215
SE060481	ED409216
SE060483	ED409217
SE060485	ED409218

SO - Social Studies/Social Science Education

SO026570	ED409219
SO026713	ED409220
SO026786	ED409221
SO026788	ED409222
SO027024	ED409223
SO027034	ED409224
SO027035	ED409225
SO027054	ED409226
SO027055	ED409227
SO027056	ED409228
SO027058	ED409229
SO027060	ED409230
SO027078	ED409231
SO027149	ED409232
SO027157	ED409233//
SO027176	ED409234
SO027177	ED409235
SO027178	ED409236
SO027179	ED409237
SO027180	ED409238
SO027232	ED409239//
SO027272	ED409240
SO027324	ED409241
SO027342	ED409242
SO027369	ED409243
SO027371	ED409244
SO027406	ED409245//
SO027425	ED409246
SO027437	ED409247
SO027438	ED409248
SO027439	ED409249
SO027440	ED409250
SO027606	ED409251
SO027607	ED409252
SO028087	ED409253
SO028229	ED409254
SO028341	ED409255
SO028342	ED409256
SO028345	ED409257
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SO028348	ED409259

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CE074259	ED408462//
CE074261	ED408463
CE074262	ED408464
CE074263	ED408465
CE074266	ED408466
CE074268	ED408467
CE074269	ED408468
CE074270	ED408469
CE074271	ED408470
CE074272	ED408471
CE074273	ED408472
CE074274	ED408473
CE074275	ED408474
CE074276	ED408475
CE074277	ED408476
CE074279	ED408477
CE074280	ED408478
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CE074285	ED408482
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CE074292	ED408484
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CE074306	ED408490
CE074307	ED408491
CE074308	ED408492
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CE074313	ED408494//
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CE074323	ED408499
CE074326	ED408500
CE074329	ED408501
CE074330	ED408502
CE074331	ED408503
CE074332	ED408504
CE074334	ED408505
CE074335	ED408506
CE074336	ED408507
CE074373	ED408508

CG - Counseling and Student Services

CG027640	ED408509
CG027679	ED408510
CG027735	ED408511
CG027737	ED408512
CG027738	ED408513
CG027740	ED408514
CG027746	ED408515
CG027751	ED408516
CG027752	ED408517
CG027754	ED408518
CG027758	ED408519

S0028472	ED409260//
S0028473	ED409261//
S0028474	ED409262//
S0028475	ED409263//
S0028476	ED409264//

SP - Teaching and Teaching Education

SP037049	ED409265
SP037154	ED409266
SP037253	ED409267
SP037364	ED409268
SP037367	ED409269
SP037369	ED409270
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SP037371	ED409272
SP037372	ED409273
SP037378	ED409274
SP037379	ED409275
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SP037381	ED409277
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SP037388	ED409279
SP037389	ED409280
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SP037395	ED409282
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SP037397	ED409284
SP037399	ED409285
SP037408	ED409286
SP037409	ED409287
SP037410	ED409288
SP037412	ED409289
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SP037418	ED409293
SP037419	ED409294
SP037420	ED409295
SP037421	ED409296
SP037422	ED409297//
SP037423	ED409298
SP037425	ED409299
SP037427	ED409300
SP037428	ED409301
SP037429	ED409302
SP037430	ED409303
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SP037435	ED409305
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SP037438	ED409307
SP037439	ED409308//
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SP037442	ED409310
SP037444	ED409311
SP037445	ED409312
SP037446	ED409313
SP037447	ED409314
SP037448	ED409315
SP037461	ED409316
SP037495	ED409317

TM - Assessment and Evaluation

CG027764	ED408520
CG027765	ED408521
CG027766	ED408522
CG027767	ED408523
CG027769	ED408524
CG027770	ED408525
CG027773	ED408526
CG027777	ED408527
CG027784	ED408528
CG027785	ED408529
CG027786	ED408530
CG027787	ED408531
CG027788	ED408532
CG027790	ED408533
CG027794	ED408534
CG027798	ED408535
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CG027806	ED408537
CG027807	ED408538
CG027811	ED408539
CG027812	ED408540
CG027815	ED408541//
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CG027819	ED408544
CG027821	ED408545
CG027828	ED408546//
CG027832	ED408547
CG027833	ED408548
CG027834	ED408549
CG027836	ED408550
CG027837	ED408551
CG027841	ED408552
CG027843	ED408553
CG027871	ED408554
CG027907	ED408555
CG028012	ED408556
CG028051	ED408557

CS - Reading, English, and Communication

CS012831	ED408558
CS012834	ED408559
CS012836	ED408560
CS012837	ED408561
CS012841	ED408562
CS012842	ED408563
CS012843	ED408564
CS012844	ED408565//
CS012845	ED408566//
CS012846	ED408567
CS012847	ED408568
CS012848	ED408569
CS012851	ED408570
CS012852	ED408571
CS012853	ED408572
CS012854	ED408573
CS012856	ED408574
CS012859	ED408575
CS215830	ED408576
CS215839	ED408577
CS215844	ED408578
CS215845	ED408579
CS215846	ED408580

TM026540	ED409318
TM026543	ED409319
TM026545	ED409320
TM026547	ED409321
TM026548	ED409322
TM026550	ED409323
TM026560	ED409324
TM026562	ED409325
TM026607	ED409326
TM026609	ED409327
TM026644	ED409328
TM026768	ED409329
TM026770	ED409330
TM026773	ED409331
TM026775	ED409332
TM026783	ED409333
TM026789	ED409334
TM026792	ED409335
TM026819	ED409336
TM026820	ED409337
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TM026825	ED409342
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TM026877	ED409354
TM026878	ED409355
TM026879	ED409356
TM026880	ED409357
TM026882	ED409358
TM026887	ED409359
TM026892	ED409360
TM026893	ED409361
TM026895	ED409362
TM026898	ED409363
TM026902	ED409364
TM026903	ED409365
TM026904	ED409366
TM026907	ED409367
TM026909	ED409368
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TM026946	ED409375
TM026956	ED409376
TM026957	ED409377
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TM026960	ED409379
TM026966	ED409380
TM026967	ED409381

CS215847	ED408581
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CS215851	ED408583
CS215852	ED408584
CS215853	ED408585
CS215854	ED408586
CS215862	ED408587
CS215865	ED408588
CS215867	ED408589
CS215869	ED408590
CS215870	ED408591//
CS215871	ED408592//
CS215872	ED408593//
CS215873	ED408594
CS215874	ED408595
CS215875	ED408596
CS215876	ED408597
CS215878	ED408598
CS215879	ED408599
CS215880	ED408600
CS215881	ED408601
CS215882	ED408602
CS215883	ED408603
CS215887	ED408604//
CS215888	ED408605
CS215889	ED408606//
CS215893	ED408607
CS215895	ED408608
CS215897	ED408609
CS215898	ED408610
CS215899	ED408611
CS215900	ED408612//
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CS215903	ED408614
CS215905	ED408615
CS215910	ED408616//
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CS215914	ED408618
CS215915	ED408619
CS215918	ED408620
CS509508	ED408621
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CS509518	ED408627
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CS509526	ED408632//
CS509527	ED408633
CS509528	ED408634
CS509529	ED408635
CS509530	ED408636
CS509531	ED408637//
CS509532	ED408638//
CS509533	ED408639
CS509534	ED408640
CS509535	ED408641
CS509536	ED408642
CS509537	ED408643//
CS509539	ED408644

TM026968	ED409382
TM027832	ED409383

UD - Urban Education

UD031774	ED409384
UD031775	ED409385
UD031776	ED409386
UD031777	ED409387
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UD031779	ED409389
UD031780	ED409390//
UD031781	ED409391//
UD031782	ED409392//
UD031783	ED409393//
UD031784	ED409394//
UD031785	ED409395
UD031786	ED409396
UD031787	ED409397
UD031788	ED409398
UD031789	ED409399
UD031790	ED409400
UD031791	ED409401
UD031792	ED409402
UD031793	ED409403
UD031794	ED409404
UD031795	ED409405//
UD031796	ED409406//
UD031799	ED409407
UD031800	ED409408
UD031802	ED409409
UD031803	ED409410
UD031804	ED409411
UD031805	ED409412
UD031806	ED409413
UD031807	ED409414
UD031808	ED409415
UD031809	ED409416
UD031810	ED409417//
UD031811	ED409418//
UD031812	ED409419//

CS509540	ED408645//
CS509541	ED408646
CS509542	ED408647
CS509543	ED408648
CS509546	ED408649//
CS509547	ED408650
CS509549	ED408651

EA - Educational Management

EA028114	ED408652
EA028346	ED408653//
EA028353	ED408654
EA028375	ED408655
EA028376	ED408656
EA028377	ED408657
EA028378	ED408658
EA028379	ED408659
EA028380	ED408660
EA028382	ED408661
EA028384	ED408662
EA028385	ED408663
EA028386	ED408664
EA028391	ED408665
EA028392	ED408666
EA028393	ED408667
EA028394	ED408668
EA028395	ED408669
EA028396	ED408670//
EA028397	ED408671//
EA028398	ED408672
EA028399	ED408673
EA028400	ED408674
EA028401	ED408675//
EA028402	ED408676
EA028407	ED408677
EA028408	ED408678
EA028409	ED408679
EA028411	ED408680
EA028412	ED408681//
EA028413	ED408682//
EA028416	ED408683//
EA028417	ED408684
EA028421	ED408685
EA028422	ED408686
EA028423	ED408687
EA028424	ED408688
EA028425	ED408689
EA028426	ED408690
EA028428	ED408691
EA028429	ED408692
EA028430	ED408693
EA028431	ED408694
EA028432	ED408695
EA028434	ED408696
EA028435	ED408697
EA028436	ED408698
EA028438	ED408699
EA028439	ED408700
EA028441	ED408701
EA028442	ED408702
EA028443	ED408703
EA028444	ED408704
EA028445	ED408705

EA028446	ED408706
EA028447	ED408707
EA028451	ED408708
EA028454	ED408709//
EA028456	ED408710
EA028458	ED408711
EA028459	ED408712
EA028460	ED408713
EA028461	ED408714//
EA028462	ED408715

EC - Disabilities and Gifted Education

EC305261	ED408716
EC305540	ED408717
EC305586	ED408718//
EC305589	ED408719//
EC305590	ED408720//
EC305591	ED408721//
EC305592	ED408722//
EC305593	ED408723
EC305595	ED408724
EC305596	ED408725
EC305597	ED408726
EC305598	ED408727
EC305599	ED408728//
EC305600	ED408729
EC305601	ED408730
EC305602	ED408731
EC305603	ED408732
EC305604	ED408733
EC305605	ED408734
EC305606	ED408735
EC305607	ED408736
EC305608	ED408737
EC305609	ED408738
EC305610	ED408739//
EC305611	ED408740
EC305612	ED408741
EC305613	ED408742
EC305614	ED408743//
EC305615	ED408744
EC305616	ED408745
EC305617	ED408746
EC305618	ED408747
EC305619	ED408748
EC305620	ED408749
EC305621	ED408750
EC305622	ED408751
EC305623	ED408752
EC305624	ED408753//
EC305625	ED408754
EC305626	ED408755
EC305627	ED408756
EC305628	ED408757
EC305629	ED408758
EC305630	ED408759
EC305631	ED408760
EC305632	ED408761
EC305633	ED408762
EC305634	ED408763
EC305635	ED408764
EC305636	ED408765
EC305637	ED408766

EC305638	ED408767
EC305639	ED408768
EC305641	ED408769
EC305642	ED408770
EC305643	ED408771
EC305644	ED408772
EC305645	ED408773
EC305646	ED408774
EC305647	ED408775
EC305657	ED408776
EC305658	ED408777
EC305659	ED408778
EC305660	ED408779
EC305661	ED408780
EC305662	ED408781
EC305663	ED408782
EC305664	ED408783
EC305665	ED408784//
EC305666	ED408785
EC305667	ED408786
EC305668	ED408787
EC305669	ED408788
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EC305671	ED408790
EC305672	ED408791
EC305673	ED408792
EC305674	ED408793
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EC305677	ED408795
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EC305680	ED408798
EC305681	ED408799
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EC305695	ED408808
EC305696	ED408809
EC305697	ED408810
EC305699	ED408811
EC305700	ED408812
EC305701	ED408813
EC305702	ED408814
EC305703	ED408815

FL - Language and Linguistics

FL024060	ED408816
FL024453	ED408817
FL024488	ED408818
FL024508	ED408819
FL024537	ED408820
FL024561	ED408821
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FL024563	ED408823
FL024564	ED408824
FL024565	ED408825
FL024566	ED408826
FL024567	ED408827

FL024568	ED408828
FL024569	ED408829
FL024580	ED408830
FL024581	ED408831
FL024583	ED408832//
FL024584	ED408833//
FL024585	ED408834//
FL024586	ED408835
FL024587	ED408836
FL024591	ED408837
FL024592	ED408838
FL024594	ED408839
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FL024604	ED408846
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FL024608	ED408849
FL024610	ED408850
FL024611	ED408851
FL024614	ED408852
FL024615	ED408853
FL024616	ED408854//
FL024621	ED408855
FL024624	ED408856
FL024625	ED408857//
FL024626	ED408858
FL024629	ED408859//
FL024631	ED408860
FL024632	ED408861
FL024633	ED408862
FL801165	ED408863
FL801167	ED408864//
FL801169	ED408865
FL801170	ED408866
FL801172	ED408867

HE - Higher Education

HE028940	ED408868
HE028941	ED408869
HE028942	ED408870
HE030184	ED408871
HE030185	ED408872
HE030186	ED408873
HE030187	ED408874
HE030189	ED408875
HE030190	ED408876
HE030191	ED408877
HE030193	ED408878
HE030194	ED408879
HE030195	ED408880
HE030196	ED408881//
HE030197	ED408882//
HE030198	ED408883
HE030199	ED408884//
HE030201	ED408885
HE030202	ED408886
HE030203	ED408887//
HE030204	ED408888//

HE030205	ED408889//
HE030206	ED408890
HE030207	ED408891//
HE030208	ED408892//
HE030209	ED408893
HE030210	ED408894
HE030211	ED408895
HE030212	ED408896
HE030216	ED408897
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HE030218	ED408899
HE030219	ED408900
HE030220	ED408901
HE030221	ED408902
HE030222	ED408903
HE030223	ED408904//
HE030224	ED408905//
HE030247	ED408906
HE030248	ED408907//
HE030250	ED408908
HE030252	ED408909
HE030253	ED408910
HE030254	ED408911
HE030255	ED408912
HE030256	ED408913
HE030257	ED408914
HE030260	ED408915//
HE030261	ED408916//
HE030262	ED408917//
HE030263	ED408918//
HE030264	ED408919
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HE030266	ED408921
HE030267	ED408922
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HE030271	ED408926
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HE030273	ED408928
HE030274	ED408929
HE030275	ED408930//
HE030276	ED408931//
HE030277	ED408932//
HE030278	ED408933
HE030279	ED408934

IR - Information and Technology

IR018340	ED408935
IR018345	ED408936
IR018347	ED408937//
IR018348	ED408938
IR018352	ED408939
IR018353	ED408940
IR018354	ED408941
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IR018356	ED408943
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IR018358	ED408945
IR018359	ED408946
IR018360	ED408947
IR018361	ED408948
IR018362	ED408949

IR018363	ED408950
IR018364	ED408951
IR018365	ED408952
IR018366	ED408953
IR018367	ED408954
IR018368	ED408955
IR018369	ED408956
IR018370	ED408957
IR018371	ED408958
IR018372	ED408959
IR018373	ED408960
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IR018375	ED408962
IR018376	ED408963
IR018377	ED408964
IR018378	ED408965
IR018379	ED408966
IR018380	ED408967
IR018381	ED408968
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IR018401	ED408988
IR018402	ED408989
IR018403	ED408990
IR018404	ED408991
IR018405	ED408992
IR018406	ED408993
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IR018408	ED408995
IR018409	ED408996
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IR018411	ED408998
IR018412	ED408999
IR018414	ED409000
IR018415	ED409001
IR018416	ED409002
IR018418	ED409003
IR018419	ED409004
IR018506	ED409005
IR018507	ED409006
IR056398	ED409007//
IR056399	ED409008//
IR056400	ED409009//
IR056401	ED409010
IR056402	ED409011//
IR056403	ED409012//
IR056404	ED409013

IR056405	ED409014//
IR056406	ED409015//
IR056407	ED409016//
IR056409	ED409017//
IR056410	ED409018//
IR056411	ED409019
IR056412	ED409020
IR056422	ED409021//
IR056423	ED409022//
IR056424	ED409023//
IR056425	ED409024//
IR056427	ED409025

JC - Community College

JC960067	ED409026//
JC970301	ED409027
JC970302	ED409028
JC970303	ED409029
JC970304	ED409030
JC970305	ED409031
JC970306	ED409032
JC970307	ED409033
JC970309	ED409034
JC970310	ED409035
JC970311	ED409036
JC970338	ED409037
JC970340	ED409038
JC970341	ED409039
JC970346	ED409040
JC970350	ED409041
JC970351	ED409042
JC970354	ED409043
JC970358	ED409044
JC970360	ED409045
JC970361	ED409046
JC970362	ED409047
JC970363	ED409048
JC970364	ED409049
JC970366	ED409050
JC970367	ED409051
JC970368	ED409052
JC970369	ED409053
JC970370	ED409054
JC970371	ED409055
JC970372	ED409056
JC970373	ED409057
JC970374	ED409058
JC970375	ED409059
JC970377	ED409060
JC970378	ED409061
JC970379	ED409062
JC970380	ED409063
JC970381	ED409064
JC970382	ED409065
JC970383	ED409066
JC970384	ED409067
JC970385	ED409068
JC970386	ED409069
JC970387	ED409070
JC970389	ED409071
JC970391	ED409072
JC970392	ED409073

PS - Elementary and Early Childhood Education

PS023912	ED409074
PS024193	ED409075
PS024908	ED409076//
PS024912	ED409077//
PS024920	ED409078//
PS024953	ED409079
PS025011	ED409080
PS025012	ED409081
PS025013	ED409082
PS025014	ED409083
PS025037	ED409084
PS025419	ED409085
PS025440	ED409086
PS025441	ED409087
PS025442	ED409088
PS025458	ED409089
PS025504	ED409090
PS025505	ED409091
PS025506	ED409092
PS025509	ED409093
PS025510	ED409094
PS025514	ED409095
PS025537	ED409096//
PS025540	ED409097//
PS025543	ED409098
PS025547	ED409099
PS025554	ED409100
PS025557	ED409101
PS025558	ED409102
PS025562	ED409103
PS025563	ED409104//
PS025565	ED409105
PS025566	ED409106
PS025567	ED409107
PS025578	ED409108
PS025579	ED409109
PS025581	ED409110
PS025598	ED409111
PS025602	ED409112
PS025615	ED409113//
PS025618	ED409114
PS025621	ED409115//
PS025627	ED409116//
PS025628	ED409117
PS025629	ED409118
PS025633	ED409119
PS025634	ED409120
PS025643	ED409121//
PS025645	ED409122//
PS025650	ED409123
PS025672	ED409124//
PS025944	ED409125

RC - Rural Education and Small Schools

RC020258	ED409126
RC020336	ED409127
RC020375	ED409128
RC020500	ED409129
RC021044	ED409130
RC021045	ED409131
RC021061	ED409132

RC021062	ED409133
RC021063	ED409134
RC021065	ED409135
RC021077	ED409136//
RC021078	ED409137
RC021079	ED409138
RC021080	ED409139
RC021082	ED409140
RC021084	ED409141//
RC021085	ED409142//
RC021086	ED409143//
RC021087	ED409144//
RC021088	ED409145//
RC021097	ED409146//
RC021098	ED409147
RC021101	ED409148
RC021102	ED409149//
RC021103	ED409150
RC021104	ED409151
RC021105	ED409152
RC021106	ED409153
RC021107	ED409154
RC021108	ED409155
RC021109	ED409156
RC021112	ED409157
RC021114	ED409158

SE - Science, Mathematics, and Environmental Education

SE058432	ED409159
SE059005	ED409160
SE060085	ED409161
SE060296	ED409162
SE060297	ED409163
SE060306	ED409164
SE060307	ED409165
SE060308	ED409166
SE060309	ED409167
SE060311	ED409168
SE060312	ED409169
SE060314	ED409170
SE060315	ED409171
SE060319	ED409172
SE060320	ED409173
SE060321	ED409174
SE060322	ED409175
SE060323	ED409176
SE060324	ED409177
SE060331	ED409178
SE060332	ED409179
SE060337	ED409180
SE060342	ED409181
SE060343	ED409182
SE060344	ED409183
SE060345	ED409184
SE060346	ED409185
SE060347	ED409186
SE060348	ED409187
SE060352	ED409188
SE060375	ED409189//
SE060377	ED409190//
SE060383	ED409191
SE060384	ED409192
SE060385	ED409193